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ABSTRACT

This guide, which was developed as a part of a multi-year, statewide effort to institutionalize gender equity in various educational settings throughout Indiana, presents a step-by-step process model for achieving gender equity in the state's secondary- and postsecondary-level vocational programs through coalition building and implementation of a change process that infuses gender equity concepts and practices into existing programs and policies. Discussed in the overview are the following: the manual's purpose and contents; the purpose and components of the Indiana model; and the purpose, membership, and operation of the leadership consortium responsible for overseeing the model's implementation. The following topics are covered in the section on impact sites: staffing roles and responsibilities, local action plans, institutional changes, the student model, infusion strategies, and implementation of the model at the various impact sites. A chart detailing mentoring activities conducted at selected demonstration sites is provided. Presented in a section devoted to technical assistance are an overview of the 3-year training agenda for leadership consortium members and a series of conclusions and recommendations based on information gathered by those individuals actually implementing the model and those affected by the project. Concluding the guide are a glossary and maps to the equity and change demonstration sites. (MN)

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Indiana
Leadership Consortium

Equity
Through Change

Implementing the Indiana Model

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Indiana University has an Affirmative Action Office on each campus
and complies with all federal regulations against discrimination
on the basis of sex, age, race, religion, ethnic origin,
veteran status, or disability.

June 1993, revised and published June 1994

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Implementing the Indiana Model

by

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Foreword

Seventy-seven years ago, Congress passed the first piece of Federal legislation affecting the nation's public schools. The original law supported the budding vocational education enterprise. While subsequent legislation altered Congress' programmatic intent, one aspect of the legislation was never changed. It is Congress' unwavering commitment to vocational education and its ability to serve the nation's youth and adults. Within this commitment is a deeply felt trust in the leadership of state agencies, local schools, and postsecondary institutions. Annual appropriations have increased from $7.5 million to over $1 billion.

What does this trust, this investment mean to us at the state and local level? The answer to this question is within the law. First, Congress is investing in the equitable development of a skilled workforce composed of people pursuing their career of choice. The enterprise is well equipped to provide the needed occupational development. Therefore, Congress is investing in efforts to enhance equity. Second, we must note Congress' trust. Specific programs are not dictated in the law. Rather, each state and local agency is encouraged to identify the equity problems and to render creative solutions. Thus, the law does not mandate and restrict. It provides opportunity for creativity and anticipates variability.

The most serious equity problems are often the most difficult to recognize because we are so accustomed to their status. Gender equity is a problem of this magnitude and Congress recognized this in 1976. Since that time, there have been many gains in awareness of the problem and a number of successful program efforts. But the basic problem remains and demands attention. However, solutions for the future must begin now. We must have a clear vision for change, a sound strategy for change, and a resource plan for change.

The Indiana Leadership Consortium: Equity Through Change has accepted Congress' challenge to create equitable learning environments in our schools and institutions. The Consortium recognizes the excellence of our schools and institutions and the high quality of our voca-

tional education programs. Further, the Consortium has a vision, a strategy, and a resource plan for institutional change. Finally, the Consortium is committed to positive and systematic efforts which empower everyone in our schools and postsecondary institutions so that gender equity will not be a special program, but a way of life.

—Robert C. Harris
Indiana University

The Indiana Department of Education, in cooperation with the Indiana Commission on Vocational and Technical Education, called for a gender equity program, funded by the Carl D. Perkins Vocational and Applied Technical Education Act Amendments of 1990. The program, led by a developmental team from Indiana University, established a statewide Leadership Consortium representing secondary and postsecondary institutions and representing rural, suburban, and urban demographics from around the state.

Consistent with the state's goals for gender equity, the Leadership Consortium has developed a model for institutional change. The model describes a **change process** that **infuses** gender equity concepts and practices into existing programs and policies.

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Overview

Introduction to the Manual

Creating an Equitable Learning Environment

Just as the blooms in a summer garden require soil that is prepared in the spring, so it is that if we are to have sound gender equity programs, we must first create educational environments that equitably nurture all aspects of the students' experience.

Achieving this goal—gender-equitable schools—comes about through a process of comprehensive institutional change. There is no formula to bring about institutional change. Rather, it is the continuous growth-enhancing interaction of the people who make up an institution—for the lifetime of that institution. It is the process by which all people within an institution share in discovering and implementing ways to improve their teaching and learning environment.

"In the long run, our goals will be to create an environment that truly encourages both women and men to look beyond what they think they're supposed to do to what is actually best for them."
—Leadership Consortium Member

Institutional change is holistic, purposeful, and systematic. Institutional change relates to gender equity when the intended improvement focuses on removing or reducing any behaviors, procedures, policies, or programs in the teaching and learning environment which may limit the potential of students on the basis of their gender.

While new programs may be initiated, they can become effective only when a supportive environment is in place. All too often, schools are expected to implement programs and policies before such an environment has been created. A new program will not be adopted beyond the requirements attached to external funding—and it certainly will not flourish—in the absence of an environment where institutional change is in effect.

This manual has grown out of a multi-year, statewide effort to institutionalize gender equity in a variety of educational settings. It presents a step-by-step process model for creating a climate for change. As participants in the Indiana Leadership Consortium: Equity Through Change have testified, the model works in making institutions more equitable. But the general model can be applied successfully to other educational innovations as well.

The Strategic Plan has been approved by the Indiana Commission on Vocational and Technical Education and the U.S. Department of Education

The state's strategic plan calls for several gender equity activities and strategies to meet the future workforce shortages of the state. The strategic plan calls for, in part:

- Improving ways to promote equity and eliminate bias and stereotyping in vocational and technical education and job placement; and

- Eliminating barriers to employment in nontraditional occupations by developing partnerships between vocational education and business, industry, and labor.

The Indiana Model

The Indiana Model, developed during FY 91 by the Indiana Leadership Consortium, is a sequential set of components that are essential to the development of institutional change for gender equity initiatives. These dynamic components are best explained as a continuing process whereby activities build on one another.

The Model and the Vision

The major components of the model were designed to reduce gender bias and sterotyping and to increase nontraditional enrollments in vocational and technical programs and employment. These process steps, strategies, and activities were developed, implemented, and field-tested by the cooperating impact sites. They are based on the vision that **all** students will have an equitable and supportive environment where, based on their unique needs, interests, and abilities, they can choose from the widest array of vocational, technical, and other career options.

The vision and model were designed to create an environment that would meet the desired outcomes expressed by the Indiana Commission on Vocational and Technical Education Commission. The environment created by this vision would:

- reduce gender bias and stereotyping,
- assist students in obtaining marketable skills,
- create greater access to a broad range of nontraditional occupations, especially those related to high technology,
- increase enrollment and participation in the goal areas of recruitment, retention, completion, placement, and follow-up, and
- enhance cooperation among secondary, postsecondary and other advanced training agencies and community-based organizations.

The Vision

To treat women and men fairly
so they can make
educational and career decisions
based upon their needs, interests, abilities,
and the changing labor market.

The Model Components

Commit to the Vision

Key personnel including an administrator and a coordinator designated from each local site understand the program goals and objectives, agree that the vision will become a reality and are willing to commit personnel, resources and time to making the vision a reality. At least two local persons also commit to participating in the statewide Leadership Consortium for training, skill building, networking, and leadership.

Form Coalition

A local coalition is then formed that is representative of those persons and/or groups that will be impacted by the change process. Typically included in local coalition membership are vocational and other educators, business/ industry representatives, nontraditionally employed adults, students, parents, Department of Labor representatives, and community leaders.

Empower Coalition

As a result of the Leadership Consortium training sessions and technical assistance, coordinators are able to train local coalitions in the change process and gender equity concepts. They are also able to stimulate and direct group dynamics and team building, moving the group toward collaborative work on local issues.

Assess Local Needs

The local coalition assists in planning and conducting a data collection process, utilizing state and local information to determine the status of such critical factors as enrollments in various student programs. Comparisions among various student and advisory group memberships, personnel, and special programs are considered as well.

Adapt Vision to Needs

The coalition follows a systematic and comprehensive blueprint in addressing the prevocational–through–employment continuum. Strategies target Recruitment, Retention, Completion, Placement, and Follow Up Activities. Local action plan activities are directed at three focus areas: Individual/Student, School/Institution, and Community.

Develop Local Action Plan

Local coalition members—those who know the community best—develop the local action plan. This plan is based on the results of the local needs assessment and includes strategies and activities that reflect services, resources, and time frames specific to the community's distinct needs.

Implement Strategies

The activities in the local action plan are implemented into programs, policies, and procedures wherever possible. New programs are established as warranted.

Evaluate Process

A collaborative effort to analyze and evaluate data is designed. Process, outcome, and impact evaluation tools and techniques are employed to evaluate training, student activities, materials, institutional support, products, and technical assistance.

Refine Model

Through the ongoing evaluation process, strengths and weaknesses are identified. Evaluation provides the rationale for making changes and guides the coalition as it modifies and expands program activities.

Infuse Through Change Process

Coalitions clarify the ways that gender equity initiatives are incorporated into programs, policies, and procedures. Infusion is the measure of how the institution accepts and practices equity principles as the natural way they respect and interact with students.

Win–Win

A Win-Win solution will be created as a result of the successful completion of the change process. Students will have the widest choice of career options. Schools and institutions will be equitable and supportive. And communities will be involved.

"Everyone knows discrimination based on gender is against the law. However, there's a big difference between doing something because it's the law and creating an environment where people are recruited because we want them."
—Leadership Consortium Member

The Change Process

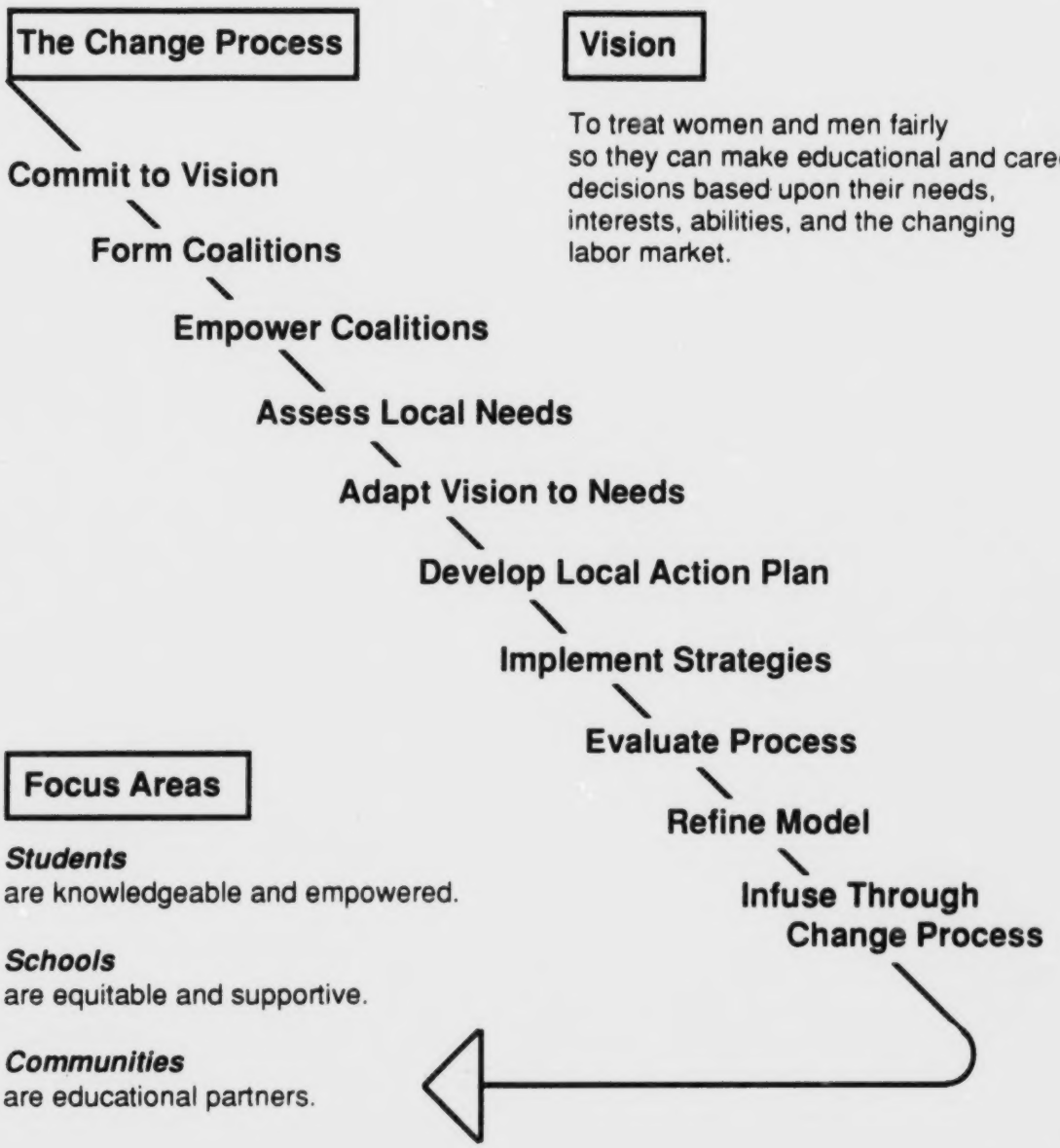
The gender equity change process implemented in the Indiana Model reflects the principle that schools and their communities are best at identifying and solving their own problems.

Comprehensive change involves many different individuals who bring their individuality to the change process. As change facilitators, Leadership Consortium members can adapt their message to these different types and styles of learning about and adapting to change.

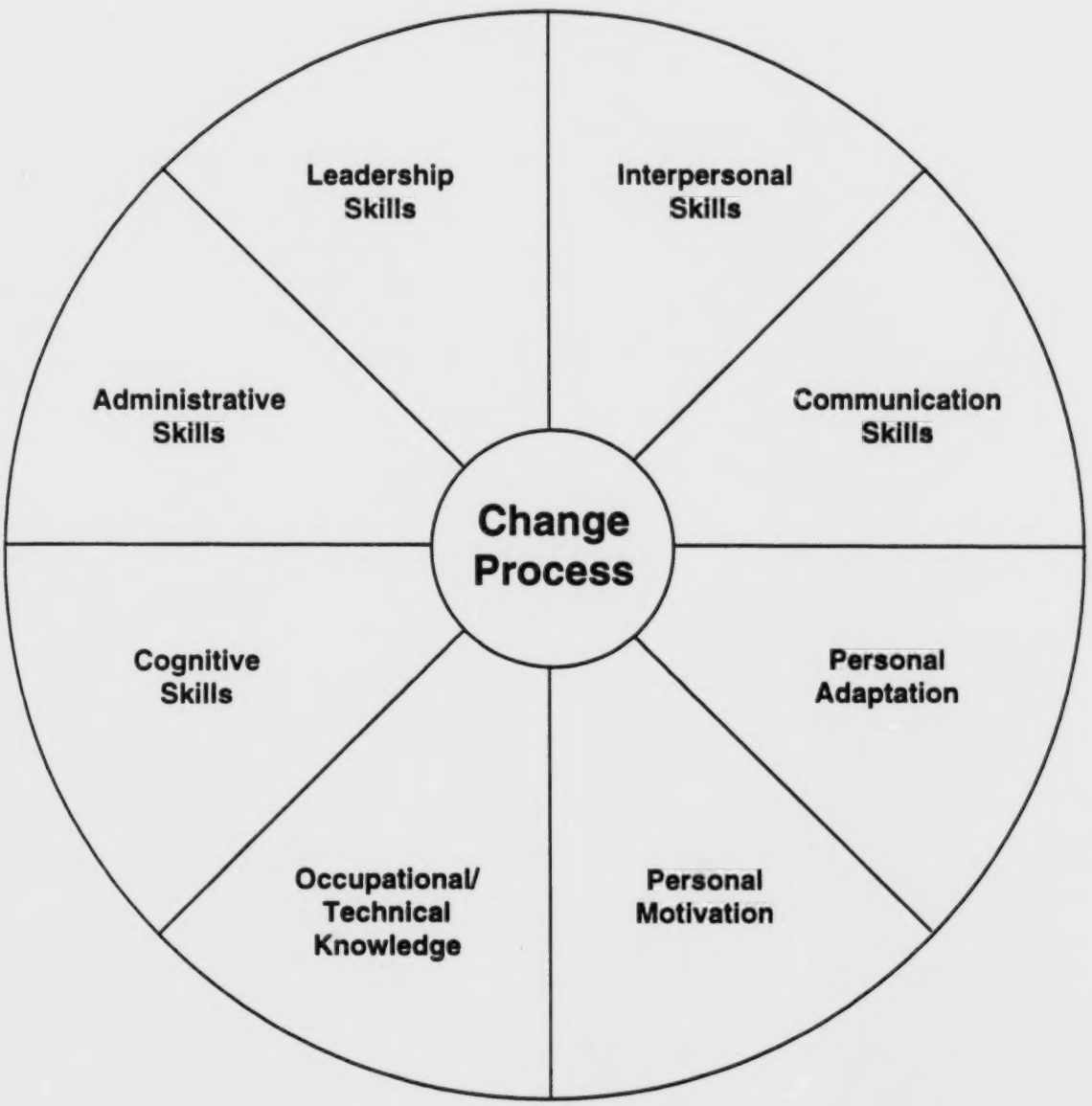
The steps in the multidimensional change process of the Indiana Model are sequential and dynamic. They are based on a vision where the initiatives for change develop from local ownership; those who plan the change are those who are affected by the change. By infusing equity this way, local coalitions can make long-range plans affecting the entire continuum of student experience—from pre-vocational education through training and employment.

The Indiana Model

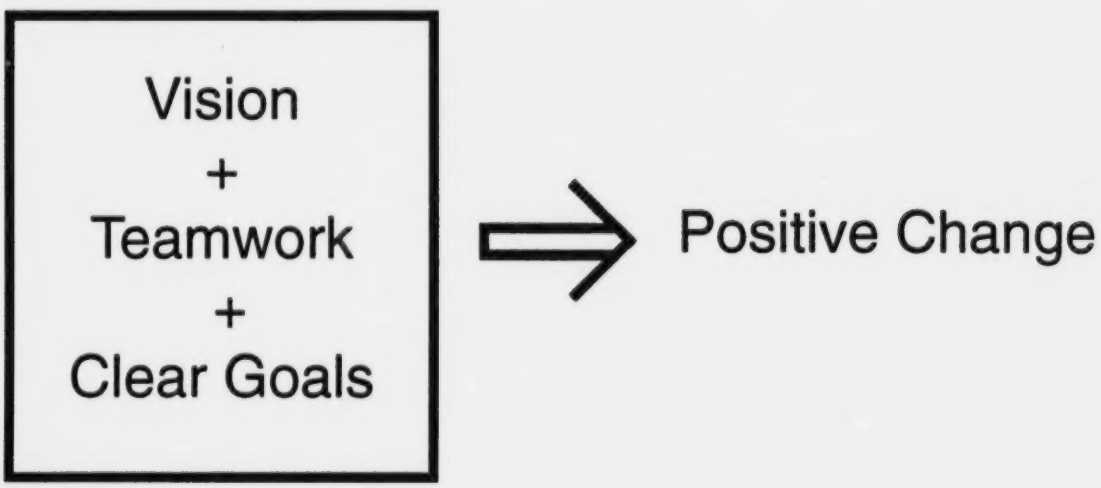
Gender Equity Through Institutional Change


The Change Process
Commit to Vision
Form Coalitions
Empower Coalitions
Assess Local Needs
Adapt Vision to Needs
Develop Local Action Plan
Implement Strategies
Evaluate Process
Refine Model
Infuse Through Change Process
Vision
To treat women and men fairly so they can make educational and career decisions based upon their needs, interests, abilities, and the changing labor market.
Focus Areas
Students are knowledgeable and empowered.
Schools are equitable and supportive.
Communities are educational partners.

Skill Components of the Change Process



The Change Process



The Leadership Consortium

Purpose

The purpose of the Leadership Consortium is twofold: (1) to provide a mechanism for the statewide exchange of information and (2) to use that mechanism for proactive, collaborative planning for statewide equity initiatives. The information generated is shared and applied by a technical assistance staff, state education representatives, and Leadership Consortium members implementing the Indiana Model. This mechanism allows for continual renewal of ideas and energy as well as consistent and comprehensive planning for future services to students. The successes of this approach demonstrate that equity enhances the lives of students and gives strength and flexibility to institutions.

Consortium Membership

Leadership Consortium members are representatives from secondary and postsecondary institutions who are implementing the Indiana Model. They include school administrators, counselors, teachers, social workers, state agency representatives, and technical assistance personnel.

Operation

The Consortium meets regularly throughout the project year. These meetings provide opportunities for strategic statewide planning, peer review of programs and products, collaboration on local initiatives, and advocacy for students interested in nontraditional careers. A larger focus of the Leadership Consortium is to advocate throughout the state and nation that Equity Through Change, the Indiana Model, empowers schools to provide quality ongoing services to students. Proactive and collaborative planning occurs as the Leadership Consortium strives to keep the state vision alive, monitors the progress of individual sites, adapts and refines the mechanism for statewide leadership, and facilitates improvements in the statewide gender equity system by promoting the Indiana Model to other related institutions and agencies.

Official Linkages of the Leadership Consortium

The following is a sampling of programs, agencies, and groups that share an interest and focus with the Leadership Consortium. They relate to youth groups, the workplace, community-based organizations, and other educational entities. State and/or local affiliates are represented.

"I see the Consortium as a trouble-shooting bank. We help each other at different stages of development."
—Leadership Consortium Member

Adult Basic Education
American Association of University Women (AAUW)
Apprenticeship Programs
Business and Professional Women's Association (BPW)
Chambers of Commerce
Community Centers
Employment/Training Programs
Exchange Clubs
Extended Day Programs
Girls Inc. and Boys' Club
Home Economics Clubs
Indiana 2000
Indiana Plus
Internship Programs
Parents as Successful Students (P.A.S.S.)
Partnerships in Education
Private Industry Councils
Program Advisory Boards
Public Housing Authorities
Quest (Science Program)
RE:Learning Schools
School Boards
Step Ahead
Single Parents and Displaced Homemakers
Tech Prep Programs
Title IX Officer
Vocational Clubs
Women's Affairs Offices and Commissions
Women's Bureau, U.S. Department of Labor

Indiana Leadership Consortium: Equity Through Change

Original Demonstration Sites

1. A. K. Smith Area Career Center (Michigan City)
2. Elkhart Area Career Center (Elkhart)
3. Heartland Career Center (Wabash)
4. Indiana Vocational Technical College (IVTC) Bloomington (Bloomington)
5. Indiana Vocational Technical College (IVTC) Indianapolis (Indianapolis)
6. McKenzie Career Center (Indianapolis)
7. Monroe County Community School Corporation (Bloomington)
8. Prairie Heights Community School Corporation (LaGrange)
9. Vincennes University—Jasper Center (Jasper)
10. Vincennes University—Vincennes (Vincennes)
11. Warsaw Community Schools (Warsaw)
12. Washington Community Schools (Washington)
13. White River Valley School Corporation (Switz City)
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    Indiana University
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Indiana Leadership Consortium

The Leadership Consortium membership, as of June 1993, was composed of representatives from 13 Demonstration Sites, institutions in their second or third year of implementation, representing career centers, comprehensive high schools, and post-secondary institutions throughout Indiana. In addition, a number of Impact Sites, first-year projects, are being added during the 1993-94 project year. The Technical Assistance project from Indiana University also serves on the Consortium and provides extensive training for Consortium members in the change process, educational equity issues, coalition building, and leadership development skills. Representatives of related state agencies are ex-officio members of the Consortium.

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"In the past few years, I believe that I have grown both personally and professionally. Much of this growth I eagerly attribute to my association with the Indiana Leadership Consortium. The group really has helped to expand my horizons."
—Leadership Consortium Member

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INDIANA LEADERSHIP CONSORTIUM: EQUITY THROUGH CHANGE
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Revised: 05/94

INDIANA LEADERSHIP CONSORTIUM: EQUITY THROUGH CHANGE
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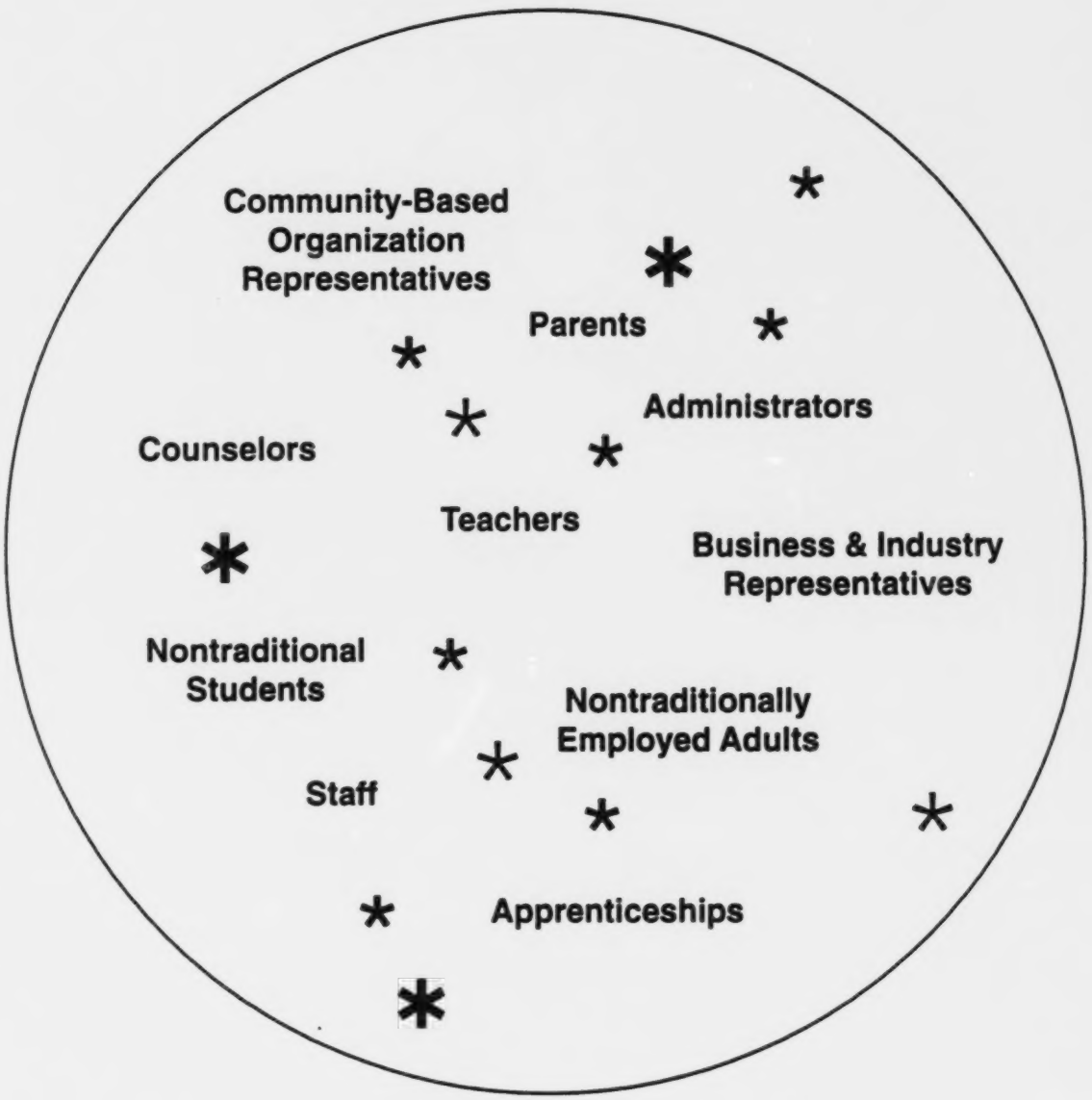
Revised: 05/94

Impact Sites

The Local Site's Constellation of Coalition Participants

. . . bringing about effective institutional change
through the integration of the consortium state model
and the local coalition action plan . . .



Infusing Equity Through Change

Funding for the Leadership Consortium began in July 1991. The second year involved 13 secondary and postsecondary institutions serving as Demonstration Sites. The technical assistance component is located at the School of Education, Indiana University Bloomington.

The process of infusion—**Equity Through Change**—is what makes this statewide initiative so unique. Administrators, teachers, and counselors are trained to facilitate change within their schools by assessing the learning environment and planning for more equitable practices, opportunities, programs, and policies.

Throughout this process, Consortium members have been continually reminded that institutional change requires that all who will be affected by the change be involved in planning for it. Change involving local ownership draws upon the diverse strengths of many people and creates a shared vision that all can commit to. All members of an institution and its environment—not just the project staff—commit to the goals.

For this reason, rather than hiring a person to carry out the project tasks, schools invite individuals who are already interested in these goals to work on assessing, planning, and refining the project's content and processes. The advantages of this arrangement are apparent. These project personnel already know the school, the students, the faculty, and school policies and practices. The arrangement is cost effective: funds aren't spent on a new school position. Local ownership develops naturally because project personnel are already invested in their students' lives. Suggestions for change are more readily accepted when they come from one's colleagues rather than from some "outside expert."

In this way, infusion can happen naturally. Gender equity is not a distinct program or curriculum. Rather, gender equity becomes, simply, "the way we do things here."

The gender equity change process reflects the principle that schools and their communities are best at identifying and solving their own problems. This multi-dimensional change process model involves many different people—with very different styles and rates of learning and adapting to change. As change facilitators, Leadership Consortium members learn how to adapt their message to different types and styles.

"My initial fears were: 'another government dictated program!' The very first workshop calmed and eliminated my fears. The training emphasized individual local plans and activities. We had a sharing of ideas. Each site could develop according to its own needs and still have group unity. My fear was replaced with enthusiasm."
—Leadership Consortium Member

Staffing Roles and Responsibilities of Equity Through Change Model

Staffing patterns for local gender equity initiatives vary from site to site. Some staff are full time and some are part time. Staff site roles include counselor, teacher, administrator, program planner, or special services staff. Yet, no matter how roles are assigned at a site, the institution has made a commitment to have staff designated to implement the Indiana Model locally.

A major premise of the Indiana Model is that genuine, lasting change is a product of local ownership and such local ownership occurs only when the people who will be affected by a change are directly involved in its design. In this context, local coalitions are the key instruments of change. This has direct impact on the responsibilities of the gender equity project staff. The focus of the designated staff must be twofold: (1) to facilitate change and (2) to manage the program's infusion of equity into existing programs, policies, and activities.

Facilitating Change

Specific change-facilitating tasks for the equity coordinator are:

- articulate clearly the tenets of the Indiana Model,
- develop an overall initial plan of action that includes involving the entire institution in the planning and implementing phases,
- facilitate the development and maintenance of a local coalition to assess, plan, and refine the local initiative,
- develop and maintain respect for all facets of the institution in each disparate area,
- facilitate the building of comprehensive decision-making practices using a collaborative process,
- promote local ownership of all planning and implementation efforts,
- synthesize ideas of individuals and coalitions into action steps,
- develop partnerships with diverse populations, and
- help maintain the coalition's vision and energy.

Program Management

As a program manager, the equity coordinator must be able to:

- organize information, materials, data, and activities in a timely fashion,
- communicate with diverse populations (school personnel, business/industry, community, media, funding sources),
- plan, facilitate, and delegate activities,
- maintain documentation for the accountability of program results specific to local and state requirements, and
- develop materials and adapt them for various audiences (staff, community, students).

Skills and Knowledge

The skills and knowledge needed to be a successful coordinator include the following:

- **Interpersonal Skills and Knowledge**

Participate as a team member.
Teach others new skills.
Serve students/staff/administrators.
Exercise leadership.
Negotiate.
Understand diversity issues.
Solve problems/set goals/resolve conflicts.
Utilize participatory management.
Build and maintain coalitions.
Facilitate mentoring.
Maximize group dynamics.
Communicate effectively.
Conduct strategic planning.

- **Information Processing Skills**

Acquire and evaluate information.
Organize and maintain information.
Interpret and communicate information.
Use computers to process information.
Adapt and develop information on the Model, change, equity, and coalition building.
Review and synthesize a variety of media.

- **Systems Skills and Knowledge**

Understand relationships between vocational and technical education and systems within and outside the school.

Understand systems—know how systems within the school and outside the school affect student services.

Monitor performance—know how to include systematic evaluation components when developing the local action plan.

Improve on design of systematic interfacing—know how to make adjustments in the best interest of the whole picture by changing or adding new components to the system.

Understand the institutional change principles:

- has to be system wide,
- requires strategic planning,
- requires local ownership involving people from all parts of the system,
- requires strong communication skills in leaders,
- recognizes that communication among all members of a system is critical to the change efforts, and
- requires effective leadership.

- **Identifying, Developing, and Utilizing Resources**

Select goals and appropriate activities, rank them, allocate time, and prepare and follow a schedule to achieve the goals (action plan for specific activities and long range plan).

Utilize or prepare budgets, make projections for changes, keep records, and write proposals for supplemental funds.

Acquire, store, allocate, and use materials; identify and allocate facilities.

Build in activities to engage volunteers for appropriate tasks, monitor performance, assist when necessary, and provide feedback.

Planning Issues

Planning issues that have arisen in a number of the sites are presented. As new sites begin their planning efforts it is advisable to anticipate the following potential barriers and plan how they might be addressed proactively:

- carrying out roles and responsibilities with the Leadership Consortium and with Technical Assistance,
- providing administrative support for such things as staff time for state leadership, outreach, consultation, site tours, and mentoring activities, and
- providing outreach to the community, including the facilitation of nontraditional placements.

"Our project is successful in that it has developed keen awareness among administrators and staff. They are thinking, talking, and responding to gender equity issues."
—Leadership Consortium Member

Developing the Local Action Plan

The local action plan is the vehicle for implementing local initiatives. Each of the steps is spelled out in detail and facilitated by a local coordinator utilizing a coalition. The plan calls for considerable groundwork to ensure successful long-term changes that are infused into existing programs and policies of the institution. Ultimately, the real benefactors are the students who receive the services.

How do you know if you have blended change and equity, providing an inclusive opportunity for student career choices?

"You can't control the weather, but you can control the atmosphere that surrounds you." —Leadership Consortium Member

A clear definition of the model is continuing to emerge from initiatives being implemented at Demonstration and Impact Sites. We know it is more than giving courses gender-neutral names, or hosting career fairs that highlight nontraditional role models. Equity is about having choices —diverse choices—and it is about having the power and opportunity to make the best choices. Those choices may include nontraditional options.

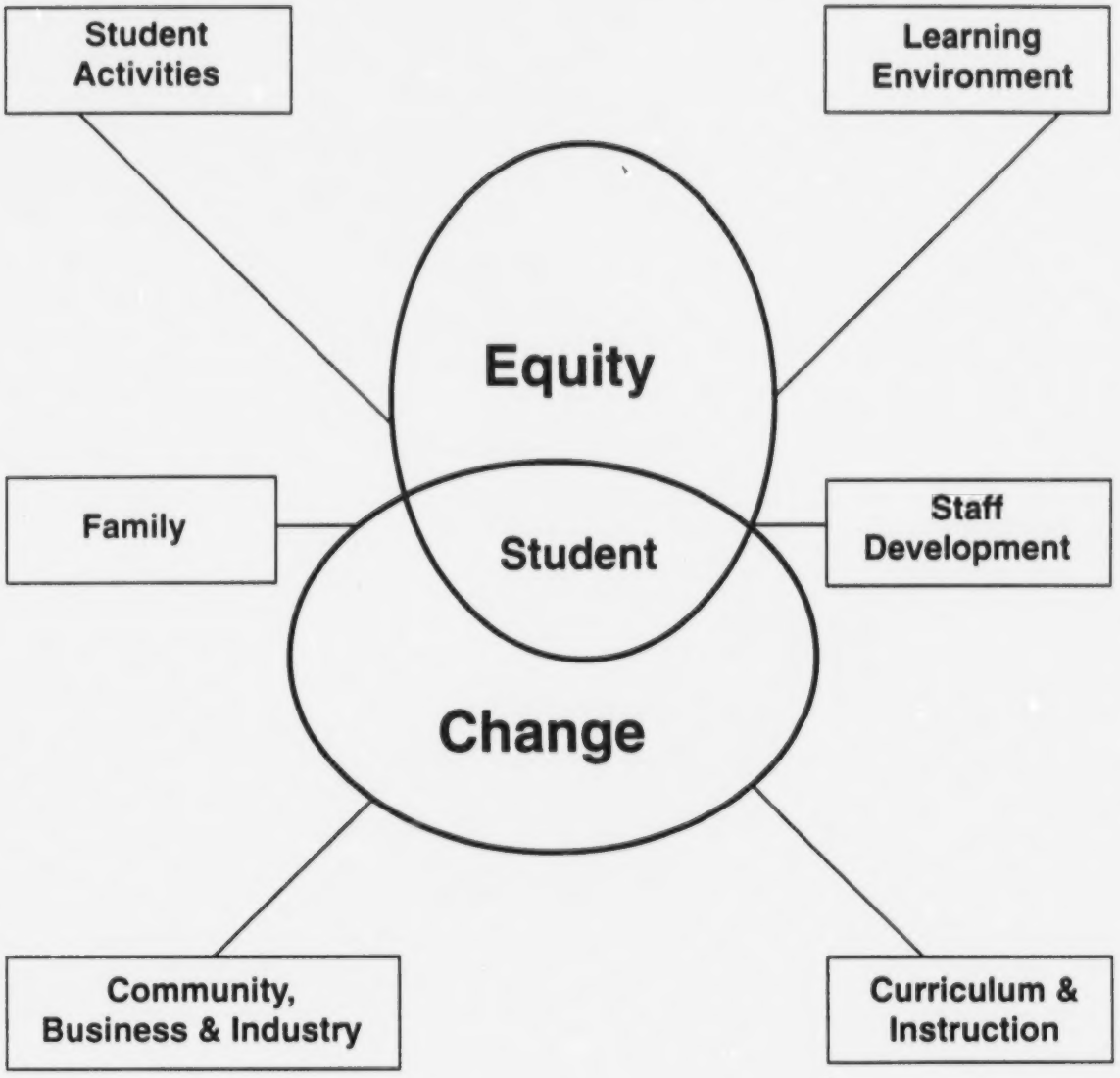
The critical milestone is passed when the "hidden curriculum" created by well-intentioned, but unconsciously biased words and actions has given way to inclusiveness. In an inclusive environment, all students, staff, faculty, administrators, and community members foster each other's choice making. In this environment, the concepts of "male subjects" and "female subjects" or "male work" and "female work" simply do not exist. There is learning, and there is work, and they are available to anyone—male or female—who wants to learn or to work.

Two key aspects that contribute to the model's success are:

- facilitation of the change process through a systematic plan, and
- creation of local ownership of initiatives.

Indiana's Student–Centered Model

Infusing equitable concepts
and practices into all of the areas that
affect the student's education



Local Action Planning Areas

The Local Action Plan includes six areas that address equity issues. Through a variety of assessments, local needs are identified, targeted, and prioritized. Long- and short-term goals are incorporated into the overall plans. Often in the assessment, other groups and/or agencies are already addressing an area of disparity. This collaborative effort allows local ownership and infusion, rather than the reliance on a coordinator for meeting all objectives. The six planning areas are:

- Learning Environment
- Curriculum and Instruction
- Staff Development
- Policy/Administration
- Community/Business & Industry
- Family

WhileTitle IX compliance ensures equitable resources, it is often the "hidden curriculum" that produces the unconscious, subtle biases and stereotypes that prohibit inclusive environments in schools. These subtle messages can be changed so that a broader range of choices is fostered for all students. Examples of previously successful interventions in the learning environment follow.

Educational Environment (Vocational/Technical, Secondary, and Postsecondary)

Resource distribution
Activities and practices
- bulletin boards
- access to resources
- access to facilities
- allocation of funds
- access to organizations, athletics, clubs
- counseling
- behavior management
- academic evaluation
- course descriptions
- admission to special groups, classes
- awards criteria

Classroom interactions
Learning styles

Policies and practices concerning students:
- scheduling
- time
- location
- seating
- self-esteem
- skill remediation

Needs assessments for support services
Staff surveys
Student leadership opportunities
Vocationally related extra-curricular activities
Grouping nontraditional students into same classes
Cooperative learning techniques
Publicity that reinforces successful nontraditional programs
Discrepancies in athletics

Curriculum and Instruction

There was a time when the primary concern of equity initiatives was to police the language—written and spoken—at institutions. Inclusive language has been incorporated into the vast majority of textbooks, and blatant stereotypes have all but disappeared in newer materials. However, the lack of nontraditional role models continues to give those subtle messages that limit options. In addition to reviewing materials for bias, other initiatives might include:

Nontraditional materials in classrooms and library
Math and science fairs
Manipulatives for problem solving at earliest levels
Equitable access and admission to:
- courses of study
- purchase of new materials
- laboratory time
- computers, non-competitive software

Variety of instructional formats
Cooperative learning experiences
Diversity in curriculum (e.g., women's literature, history)
Math, science, and technology accessible to all

Staff Development

Wherever possible, equitably inclusive practice should be incorporated in all staff development efforts. Demonstration Sites have been able to accomplish a variety of objectives in this planning area, including:

Awareness activities
Gender-fair language and expectations
Modeling equitable practices
Identifying and publicizing successful equity initiatives and supportive personnel
Sharing professional publications and articles on equity
Offering incentive grants to enrich professional development activities
Offering release time, food, expenses
Collaborating with entire staff on team building activities
Developing and sharing long- and short-range planning
Monitoring each step of Model for equity implications
Advocating for equity concerns
Identifying and developing training as requested
Reviewing job responsibilities and performance standards

Training Areas

Training areas for staff and/or students have included the following:

Sexual harrassment
Dealing with barriers
Interviewing skills
Legal rights
Work-site training and on-the-job training
Resume preparation
Pre-courses
Pre-apprenticeships and apprenticeships
Measurement
Blueprint reading
Labor market needs
Learning styles
Diversity training
Dual role of family/work
Math help
Physical fitness
Counseling

Policy/Administration

Beyond mere Title IX compliance, equitable guidelines should be followed for recommending, hiring, advancement, and dismissal. Other policy considerations might include:

Planning
Budgeting
Disciplinary procedures
Enrollments
Class size allocations
Special programs
Data collection
Monitoring for diverse representation of population
Advisory board representation
Monitoring for graffiti, signs of prejudice
Establishing upward mobility tracks for nontraditional administrators, i.e., placing and supporting (a) women in administration and (b) men in elementary instruction
Utilizing participatory management
Eliminating sexual harrassment

Community and Business & Industry

The Indiana Model has attempted to improve school-to-work transitions, thereby continuing to support traditional and nontraditional choices students make as they leave our institutions. Successfully linking and creating networks has been accomplished by participating in and sponsoring partnerships with:

Chambers of Commerce
Apprenticeships
Internships
Mentoring Programs
Community-Based Organizations
Youth Groups
Church Groups
Service Clubs
Teacher Internship Projects
Tech Prep Programs

Family

Families often hold the key to whether a student successfully completes his or her chosen path. It is imperative that local action planning inform parents of equity issues, provide accurate information on the workplace, and encourage student choices. Examples from Demonstration Sites include:

Providing information packets to parents
Planning parent meetings and activities
Participating in and sponsoring community events that encourage equity
Incorporating and modeling equity principles in all outside activities
Providing experiences at parents' places of employment
Demonstrating lifestyle and career connections
Reflecting and sharing changing workforce needs and demographics
Reflecting the reality of today's family and its concerns:
- single parents
- "latch key" kids
- parents' unemployment or underemployment
- transitory students
- non-custodial concerns
- childcare
- transportation needs for extra-curricular activity
- funding

Institutional Changes at Impact Sites

An institutional change referred to in the Indiana Model is a change that affects more than one area of disparity or population. The following are examples of how local gender equity projects have positively impacted the existing programs and policies of their institutions or have initiated on-going efforts on behalf of equity.

Selected Achievements in Change

A postsecondary institution adopted gender equity as a part of its "Institutional Mission and Philosophy." The new policy statement reads, "In all cases, the University is committed to reaching out to serve students' needs through quality instructional programs, individual attention, educational delivery systems, and student services that assure student success regardless of gender."

A career media lab was developed with a computerized resource center for student and adult use with ICPAC hook-up and nontraditional emphasis.

A grant was awarded an art department for the project "Using Gender Equity in the Workplace—Habitat of Humanities."

Staff training was incorporated into "Equitable Learning Styles."

Sites established collaborative relationships with the Workforce Development Project.

The gender-neutral English education supplement "Career Choices" was adopted by a site's English Department for use in its English classes.

Fourteen local coalitions trained a diverse group of people on equity issues, and the trainees agreed to infuse that information into relevant areas.

Recruitment videos were produced that emphasize nontraditional institutional and employment opportunities.

Gender-neutral library materials featuring nontraditional options were adopted for library and traveling resource collections.

Changes took place in recruitment and counseling procedures to ensure bias-free contacts.

Increased awareness of gender equity issues developed among staff, faculty, administration, sending-school personnel, advisory councils, and institutions' boards of trustees.

Increased willingness was demonstrated among faculty and counselors to encourage and support students' nontraditional choices.

Increased nontraditional student involvement was demonstrated in career fair and tour planning activities.

Increases in in-kind contributions demonstrated fiscal responsibility and commitment to on-going equity support.

A university president attended training sessions and wrote a lengthy article on change in his column in the faculty/staff newsletter.

A postsecondary instructional services dean gave a number of presentations on behalf of the project.

Procedures were put in place for all new product development at an institution to ensure non-biased, non-stereotyped products.

Scholarship funds were made available to nontraditional students.

Mechanisms for providing support groups for nontraditional students were put in place.

Staff demonstrated an increased awareness of nontraditional career choices.

Gender-fair career education software was adopted.

Formal criteria for all course assessments were developed to include a textbook review for inclusiveness.

Information on gender equity was added to postsecondary institutions' regular admissions counseling, orientation procedures, and recruitment materials.

Sexual harrassment policies were adopted by school boards.

An assessment/evaluation subcommitee generated studies to identify programs that qualified for action, to identify "minority-gender" students enrolled in occupational programs to determine their academic success in the program and to compare their success with the success of all students in this program, and to develop survey instruments for campus-wide use.

Union leaders and school board members received orientation to project goals and discussed concerns.

A girls' soccer team was given varsity status.

The infusion of gender equity into teaching strategies and awareness activities was incorporated into all of a corporation's teacher trainings, specifically, trainings on Cooperative Learning, Effective Teaching Strategies, Assessment for Curriculum Integration (K-12), Authentic Assessment (K-6), Secondary Curriculum Integration (7-12), Math—A Way of Thinking, Math Their Way, and Integrated Thematic Instruction.

An extended-day program adopted equity and gender-fair activities.

The Quest program for more than 30 science teachers incorporated gender-fair concerns.

An alternative Harmony Job Program was developed.

The Student Model

The life of the student begins with prevocational experiences and follows sequentially through secondary and then to either postsecondary or employment experiences. The Indiana Model addresses the sequence of stages of student growth by focusing on the recruitment, retention, completion, placement, and follow up aspects of the student's journey.

The following model depicts the interconnection of each of these components and emphasizes the importance of quality services and support systems for students to match their interests and abilities. While coordinators collect the data and plan activities according to the five components of the Indiana Model (recruitment, retention, completion, placement and follow up) there is another way of looking at the process:

The activities follow a natural sequence in the "student life cycle," forming three phases:

Phase One—Deciding on a life's work
Phase Two—Preparing for that work
Phase Three—Entering the workforce

Recruitment: Choosing a Career

Choice is the focus of Phase One. Ensuring that students have adequate information about all of the possible options is a must in order to expand their knowledge base and, therefore, the options they will consider. They need to be able to combine knowledge about themselves, such as accurate assessments of their talents, interests, aptitudes, and abilities,with the most up-to-date information on employment trends, nontraditional opportunities, and career requirements.

This information—if it is presented free of any bias or stereotyping relating to race, disability, ethnicity, or gender—will provide students with the widest array of choices. The activities implemented during the first phase should ensure an inclusive educational environment. Without this inclusive environment, our schools cannot possibly hope to achieve educational excellence.

While introspection is necessary in all of the phases of the sequence, it is clearly most necessary in the first phase. Coordinators should make a point of encouraging introspection not only in students, but in others within the institution. Attitudes are the biggest barriers to change.

Retention and Completion: Preparing for the Choice

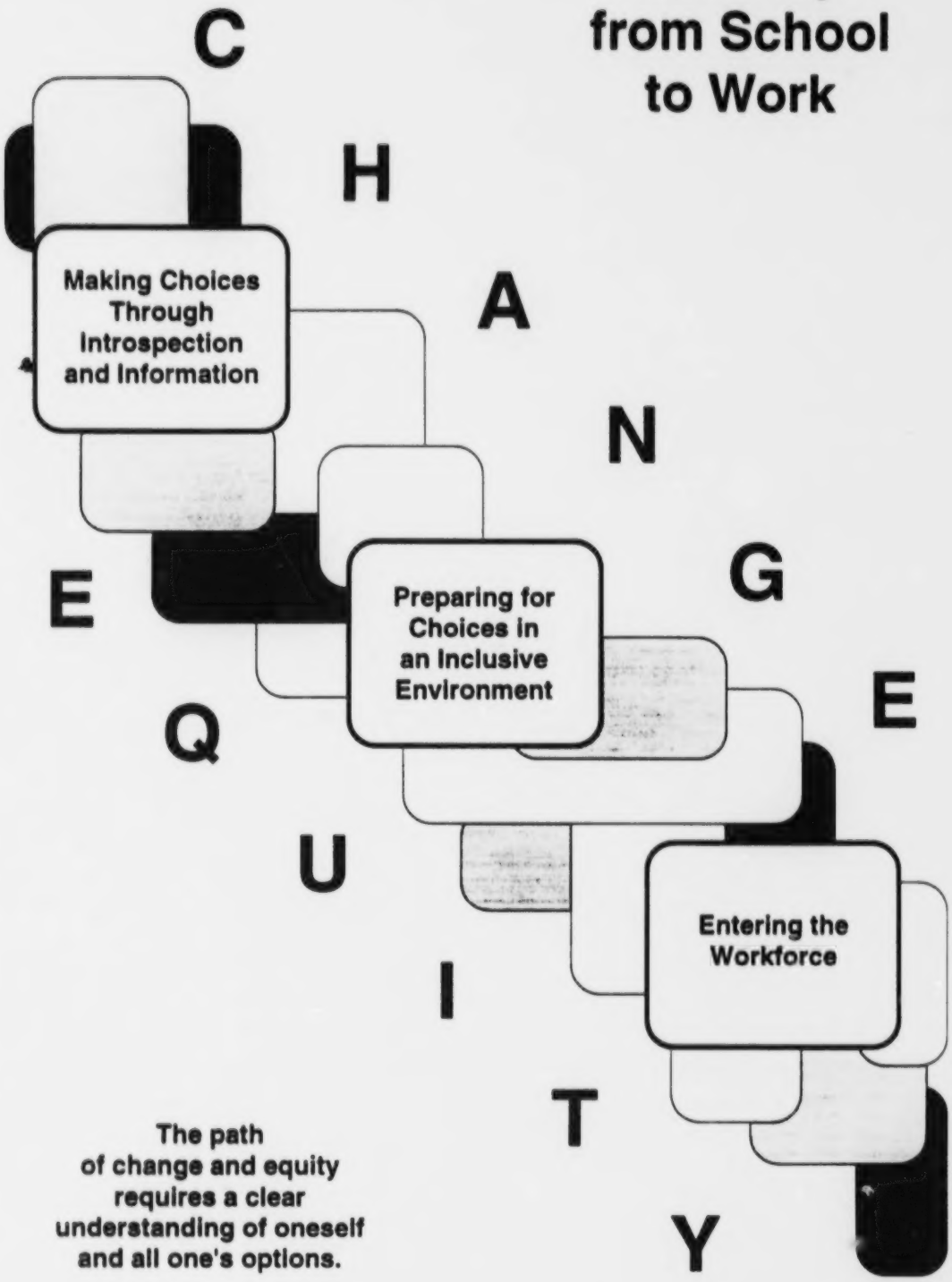
Preparation—the second phase of the student's journey—encompasses the student's actual preparation and training for employment. Providing objective workplace facts is essential, but it's not enough. Equally important is the development of self esteem and interpersonal skills to support a student's choices and ensure their continued success.

Examples of inclusion activities in this phase are: presenting information on careers of the future, providing diversity in career role models, providing needed support and skill building for nontraditional students, making the institution accessible to students with disabilities.

Placement and Follow up: Entering the Workforce

Entrance—the third phase—involves a collaborative effort between school and workplace that, ideally, develops into a framework for the student's/worker's lifelong learning. During this phase, workers who have completed the first two phases of the journey provide new role models for students in the earlier phases.

The Student's Journey from School to Work

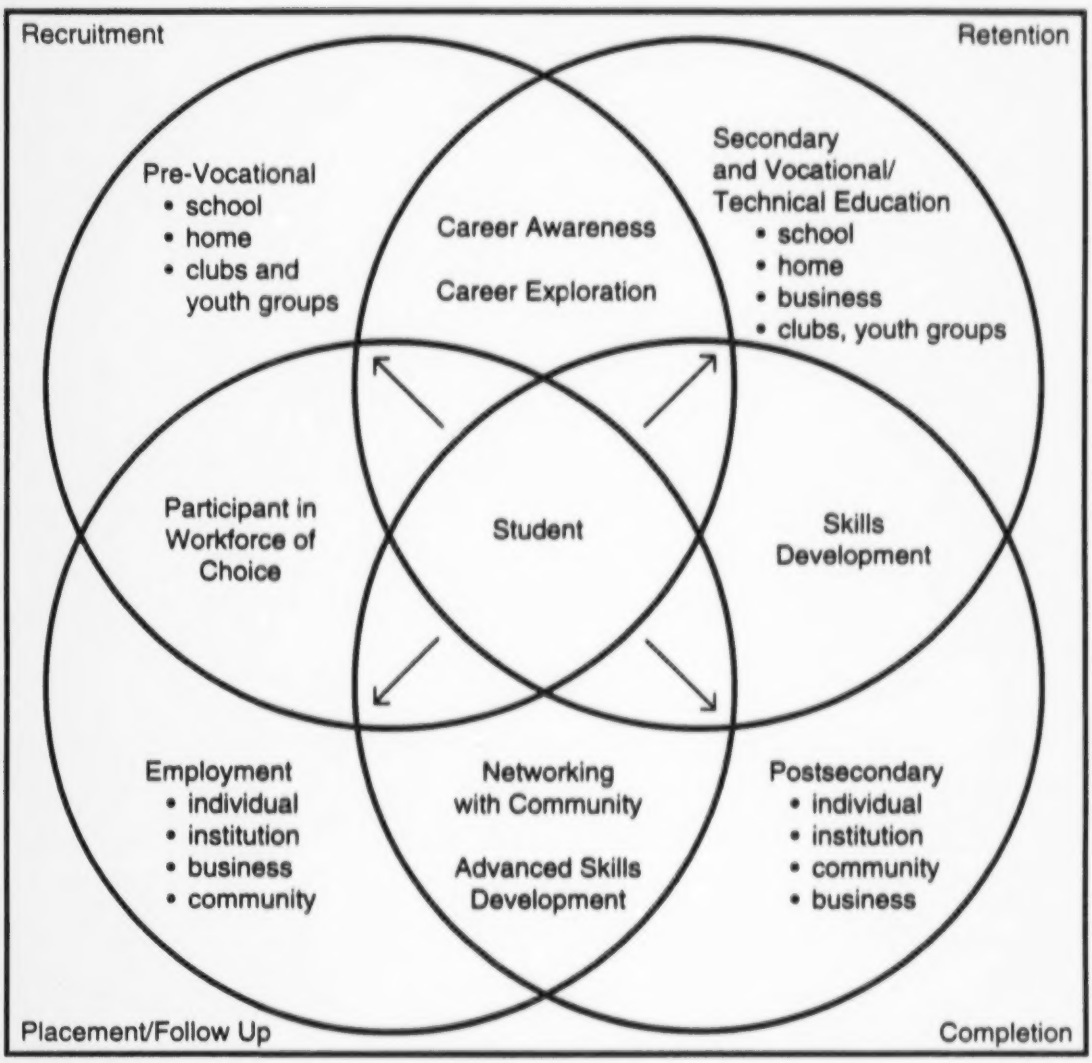


The path of change and equity requires a clear understanding of oneself and all one's options.

The Indiana Model

Gender Equity Through Institutional Change

Student-Centered Infusion



Infusion Strategies

By infusing equity through a change process, local coalitions can conduct long-range planning to address the complete continuum of pre-vocational through training and employment concerns.

Specific and sequential strategies have been identified as crucial for increasing enrollments of students in nontraditional courses of study and employment. The strategies are recruitment, retention, completion, placement, and follow up.

Recruitment

Recruitment activities call for a "broad brush" approach centering on preparation for programs by reaching pre-vocational, secondary, and postsecondary students, as well as parents, educators, and employers.

Pre-vocational services include introductory activities for young people to begin their career exploration. Building self esteem, providing self-exploration activities, and learning basic skills are some of the most important topics in this stage.

Recruitment activities are typically designed to infuse equity into existing programs and policies by increasing awareness of the effects of gender bias and stereotyping and increasing awareness of nontraditional career options. Other organizations, such as local community organizations, alternative training and educational institutions, trade unions, and women's groups, are vital links as you begin to develop recruitment strategies. A review of existing services will provide information on necessary linkages, avoid duplication of efforts, and show gaps in services.

Specific Recruitment Strategies Implemented at Impact Sites

Increasing awareness of bias and stereotyping and informing students of nontraditional options can take a variety of forms. Recruitment activities generally attack the barriers to choice—gender bias and stereotyping—and allow exploration of nontraditional and traditional choices. Recruitment activities successfully implemented using the Indiana plan include:

Staff Awareness
- in-services
- handouts
- state video
- surveys

Career Awareness
- week/day featuring nontraditional choices
- "lunch bunch"
- career classes
- early awareness explorations
- career computer programs
- film festival on nontraditional options
- media kits
- career profiles

Business/Community Awareness
- nontraditional role models/speakers
- mentors
- advisory board references
- financial support
- donation of equipment, supplies
- college night displays

Teen Parent Awareness
- linkages with related agencies

Nontraditional Visuals
- videos
- brochures/posters
- newsletters
- program posters
- recruitment publications
- mailings

Computer Programs, elementary—adult

- Choices
- Discover
- Choices CT
- Major-Minor Finder
- CASH
- COIN

Nontraditonal Library Resources

- Fiction featuring equitable situations
- Prevocational through postsecondary nontraditional role model
- Biographies of successful nontraditional individuals

Linkages

- with BAT (Bureau of Apprenticeship Training)
- with GED (General Equivalency Diploma) program
- with other adult education programs

Tours and Open Houses

Field Trips Featuring Nontraditional Options

- aviation career day
- Top Notch (apprenticeship opportunities)
- postsecondary orientations
- Black Expo
- school farm tours

Additional Recruitment Strategies

- contacts with prospective students for nontraditional programs
- endorsements from key administrators, community leaders, e.g., state senator at postsecondary institution
- student involvement in planning, activities
- parent information packets
- identifying nontraditional role models
- developing student support services, support groups
- training for faculty, staff
- surveys/data collection
- recommending "gender-friendly" terms for class syllabi
- presentations to community and service organizations
- presentation of equity resource materials, notebooks to staff
- utilization of school newspapers, mailings for equity concerns and awareness
- displays at National Vocational Education Week

speakers' bureau representatives who are nontraditional
analyzing enrollment date to "target" programs for nontraditional recruitment
hands-on lab/shop experience
adventure-based activities
traveling equity library
simulated career experiences

Retention

Retention activities are activities designed to make the experiences of nontraditional students more appropriate and supportive.

Specific Retention Strategies Implemented at Impact Sites

Retention activities support student choices by creating an inclusive environment and enhancing student self esteem. A review of previous local action plans reveals several successful retention initiatives.

Student Assistance/Support Services

Financial aid
Child care
Transportation
Assistance with forms
Procedures
Networking
Contact with employers
Support groups
Graduation celebration
Recognition/award display
Brown bag lunches
Co-op education
Internships
Academic advising
Tutors
Referral for family problems
Tool identification
Revision of student policies
Book expenses
Placement services
"Breaking in" classes

Scheduling assistance
Support center or room
Equity notebook
Library section devoted to nontraditional

Use of Mentors
former graduates
older models
group support

Identify Business Support
mentors
advisory board members
provide additional resources

Student Support Relationships
groups
teachers, counselors
staff
coalition members

Develop Resources on Equity-Related Subjects
technical education
nontraditional employment prospects
gender roles

Exhibits and Displays
Dad's Weekend Booth
African-American History Month display
National Women's History Month display

Additional Retention Strategies
community contacts and support agencies
student tracking and monitoring system
tours
job shadowing
faculty/staff continuing in-service
review curriculum, instruction, policies for bias
adopt and write sexual harrassment policy
continued endorsement by top administrators
provide "minority-gender" students support
"Tech Camp" collaborative effort with surrounding sites
panel of nontraditional students inform staff of barriers to their programs

Skill Development Areas
Pre-apprenticeship or pre-vocational skill building
Self assessment
Computer skills

Self esteem
Assertiveness training
Time management
Stress management
Parenting and single parenting
Finances
Legal problems
Goal setting
Decision making
Overcoming math avoidance
Good study methods
Returning to school/work
Problem solving strategies
Teamwork
Participatory management
Critical thinking
Oral/written communication
Cooperation
Negotiation
Flexibility
Adapting
Human relations
Interpersonal relations
Leadership
Re-entering
Coping with change

Completion

Completion activities include collaborative efforts among faculty, staff, and students, assuring a systematic approach to facilitating and monitoring resources, concerns and requirements for successful completion of nontraditional programs.

Specific Completion Strategies Implemented at Impact Sites

Counseling

Group Support

Job Portfolio
- resume writing
- specific job skill listings

collection of work produced during training
workshops attended

Continued Linkages with Business/Industry

Maintain Academic Files for Students
attendance records
special commendations or awards
honors
recommendations
like experiences
attitude information
community service

Community Contacts

Endorsement of Administration on Competencies of Graduates

Placement

Placement activities include networking with local coalition members and other business and industry representatives, community groups, trade unions, and other training and educational institutions to assure smooth transitions from school to work and/or further study.

Specific Placement Strategies Implemented at Impact Sites

Extended Labs
internships
cooperative experiences

Job Portfolios
forwarding to potential employers

Cooperatives with Local Business

Linkages with Tech Prep

Linkages with Secondary/Postsecondary/Industry

Career and Job Fairs

Tours of Businesses and Industries

Teacher/Staff Internships in Nontraditional Positions

Follow Up

Follow-up activities are the culmination of successful education/workplace partnerships, demonstrating that collaborative efforts have successful payoffs for all parties concerned. This essential step in the process provides local feedback, continuous evaluation, and refinement of services offered to all students, including nontraditional students. In addition to maintaining a vital link for the students, the information obtained from them will help to set the direction of future planning.

Specific Follow-Up Strategies Implemented at Impact Sites

Surveys of Graduates

Surveys of Faculty and Staff Perceptions

Feedback from Schools and Businesses

Former Students as Speakers, Role Models, Mentors

Feature Success Stories in Local Media

Update Student Files on Individual Student Program

Impact Site Descriptions

This section of the chapter **Impact Sites** contains descriptions by first-year Impact Site personnel of their experiences assisting in the development and implementation of the Indiana Model at their sites. These descriptions include discussions of change model experiences, roadblocks and eye openers, time-line information, budget information, and information on appropriate reporting. A Mentoring Chart specifying sample expertise of Demonstration Site personnel is available from Consortium members. Names, addresses, and phone numbers of the original Leadership Consortium membership can be found on pages 18-20 of this manual. Maps giving directions to the sites are found in the last chapter of the manual, beginning on page 133.

Bloomington High School

Debora Frazier

Bloomington High School, in Bloomington, Indiana, is part of the Monroe County Community School Corporation, which administers two high schools, two middle schools, and fourteen elementary schools. Enrollment in 1991-92 was 10,496. The student body represents the city of Bloomington and surrounding rural areas, and, with the Bloomington campus of Indiana University nearby, the local K-12 schools have a larger than average international representation.

Change Model Experiences

Committing to the Vision. This started with developing awareness through such activities as a teacher in-service that focused on gender bias and diversity in learning styles.

Forming Coalitions was done through selective invitations and networking.

Empowering the Coalition involved sharing active leadership roles among members and liaisons.

Assessing Local Needs. During this step, we learned that surveys are helpful with assessing needs. The assessment included listening to the concerns and ideas of students, teachers, parents, and staff, and reviewing policies and procedures. Local coalition members assisted with the assessment.

Building Awareness meant using all available avenues and paying attention to the stages of concern within the change model.

Adapting the Vision to the Needs. To accomplish this, we compiled resources and interfaced with specific site needs. We also continued to network, build relationships, and gather information.

Developing the Local Action Plan involved developing a realistic time-line that was based on the school calendar and Department of Education regulations and that was supported by school administration.

Implementing Strategies. We learned that, as much as possible, it is important to plan, coordinate, complete, and evaluate one project before committing resources to further projects. Self esteem, participation, and recognition are great motivators.

Evaluating the Process starts early during implementation. It is necessary to decide before the program begins how evaluation will be done. At our site, "process evaluation" of each group activity determined how activity goals were attained and whether objectives were achieved. It answered questions like: What did we do well? What do we need to do to improve? How do we improve? "Outcome evaluation" examines the outcome or effect of a program or activity. Depending on the project that is being evaluated, this kind of evaluation answers questions such as: Did the target population show any measurable changes in behavior, attitude, knowledge, or perception? How did the target population react to our materials or project? Did the project/campaigning increase the target population's awareness of gender equity issues? "Impact evaluation" measures the program's impact in the community as well as with the target group. It answers questions such as: Did the community react to our materials or project? Did the community show any measurable changes or increased awareness of gender equity issues?

Refining the Model. Looking at the assessment of our local coalition and the input from the Leadership Consortium, we learned what worked at our site and how we needed to adjust and focus according to local needs and in reference to the Indiana Model.

Infusing Through the Change Process. We have infused gender-fair teaching strategies into existing programs and through our staff development training.

Roadblocks & Eye Openers

Location. The project's being located in the administration building may have contributed to the perception that the project was coming from outside the school. A school-based location would have reduced this perception and would have given the project direct access to students, reducing the amount of time needed to build rapport.

Time. Teachers can feel overwhelmed by the amount of time it takes to implement an innovation while keeping up with normal teaching duties. Additionally, more time needs to be made available for teachers to attend in-services.

We need more Consortium time together. This assists learning to work as a coalition. Committing the time and attention builds a strong network, which models and mentors local work. It is important to learn when to be patient, working slow vs. when to move quickly. It takes time, practice, listening skills, and an awareness of your audience to learn to infuse Gender Equity concepts into: who, what, when, where, and how effectively.

Time Line Information

See the approved MCCSC Gender Equity Grant, 1991-92. Be sure to communicate with all parties involved regarding time lines, changes needed, updated realities, and how that fits into your plan.

Budget Information

See the approved MCCSC Gender Equity Grant 1991-92.

Evaluation Information

See above information and refer to the approved MCCSC Gender Equity Grant 1991-92.

Reporting Appropriate Information

Completed quarterly project progress report and fiscal status reports as required by the Indiana Department of Education,Vocational Education Section.

Ivy Tech—Bloomington Campus

Kathy Montgomery

Indiana Vocational Technical College, popularly known as Ivy Tech, is a statewide vocational college organized into thirteen regions. Bloomington Ivy Tech is in region 10 and primarily serves communities in Morgan, Brown, Lawrence, Greene, Monroe, and Owen counties.

Each fall semester, more than 1,300 students enroll at the Bloomington campus. As of Spring 1992 semester, 72% of Bloomington students were enrolled part time. Fifty-nine percent of the student population were female. The age of students varied considerably. The largest age group (25%) were between 20-24 years of age; 18% were between ages 25 and 29, 16% between ages 30 and 34, 17% between ages 35 and 40, and 13% between ages 41 and 49. Fifty percent of students were completing Associate of Applied Science degrees, 23% were completing Technical Certificates, and 27% were taking courses only.

Change Model Experiences

Committing to the Vision. Through training with the Leadership Consortium and the technical assistance provided to the Impact Sites by the state management team, we have been able to gain a broad perspective regarding the issues relating to gender equity and the institutional change process. Support was developed whereby we could "share and compare" with other project sites to assist in the development of our own strategies.

Forming the Local Coalition. The Local Coalition had been initially established. Comprised of a diverse group of representatives from Ivy Tech—Bloomington and the surrounding communities, these participants all have a common interest in workforce development as it relates to gender equity. Representatives include a secondary guidance counselor; a representative from Workforce Development Services of Monroe County; a member of the Educational Training Center in Lawrence County; a member of the greater Bloomington Chamber of Commerce; a member of the local Partners in Education; Ivy Tech faculty advisors in nontraditional programs (both male and female); Ivy Tech staff involved in recruitment, retention,

placement, and completion; a member of MCCSC Gender Equity Impact Site; and a United Way liaison.

The following steps in the Change Process Model were delayed in the first year of implementation at Ivy Tech—Bloomington:

Empowering the Coalition
Assessing Local Needs
Adapting the Vision to the Needs
Developing the Local Action Plan
Implementing Strategies
Evaluating the Process
Refining the Model
Infusing Through the Change Process

What Worked and Why

Through the funding provided by the first year's grant, an Outreach Coordinator was hired February of 1992 to coordinate the activities associated with the grant. It was this person's responsibility to become familiar with grant-related information through the materials that had been gathered to date and to attend scheduled training sessions. We also started to evaluate the learning environment on the campus and examine printed material provided to our prospective and currently enrolled students to ascertain whether gender bias existed. We began the process of faculty/staff development involving gender equity issues and started to develop linkages with community and business and industry personnel regarding gender equity issues. During this time period, the Outreach Coordinator participated in the Spring high school visits to evaluate the presentations and materials used which would assist us in the production of more effective recruitment materials for students into nontraditional programs.

The Outreach Coordinator contacted a speaker to begin planning an in-service that would provide information on effective teaching strategies for college faculty and coalition members in the context of gender equity awareness. Contacts were made with several nontraditional students to elicit testimony on their experiences and to produce college brochures that model nontraditional career choices.

Roadblocks & Eye Openers

Hiring of the Outreach Coordinator was more time consuming than expected. When the position was filled, a resignation was submitted seven weeks later. The Bloomington site then began the process of conducting a search for another person to be involved with the project and continue the efforts already underway. Due to these changes, the initial meeting of the Local Coalition, scheduled for Spring of 1992, was postponed.

Staffing. The Director of Student Services and the Admissions Coordinator attended statewide Leadership Coalition meetings while the hiring of the Outreach Coordinator was being conducted.

Cooperative Involvement. Because of the delay in hiring an Outreach Coordinator, Local Coalition planning was delayed. Contact was made with potential coalition members who agreed to be involved with the project.

Time Line Information

Because of the need to rehire an Outreach Coordinator, time lines for completion of local coalition objectives were delayed. The initial local coalition meeting was not held until the second program year (November 1992). Until then, development of a local action plan by the local coalition was not possible; consequently, time lines for project activities were not yet established.

Budget Information

Total budget for the Bloomington IVTC site included expenses for materials, supplies, travel, and salary and benefits for the Outreach Coordinator position.

Evaluation Information

Formal evaluations from individual project sites were not completed as part of the first year project.

Reporting Appropriate Information

Periodic updates on site activities were presented at Leadership Consortium meetings. A program year review of Bloomington site activities was presented in April 1992 during a Leadership Consortium meeting/training that included the Gender Equity grant state leadership team.

Prairie Heights Community Schools

Nancy Stump

Prairie Heights School Corporation was formed in 1963, being made up of 2 townships (Milford and Springfield) from LaGrange County—and 3 townships from Steuben County (Millgrove, Jackson, and Salem). The district has 7 small towns: Mongo, Stroh, South Milford, Hudson, Helmer, and Orland. We have no stop light and only one caution light, which is at the entrance to the school from U.S. 20. It is an agricultural community but only 3% are actively involved in the production of agricultural products. Twenty-four percent are employed in the manufacturing of durable goods. Twenty percent are in retail, and fifteen percent are in services, with the remainder divided between construction, transportation, communications, and wholesale business. Tourism in LaGrange County is the fastest growing in the state of Indiana.

Facts on Counties

	La Grange	Steuben
Population	29,477	27,446
Land area	379.6	308.7
Population density	77.7	88.9
Unemployment	6.4%	4.5%
Per capita income	12,736	16,136
Personal income over $50,000	8%	10.1-11.9%
Single mothers	324	
below poverty level	24.4%	
Families with children		
below poverty level	9.7%	
Women working	56.8%	

Prairie Heights School Facts

High school students	495
Middle school students	556
Elementary (K-4)	497
Milford elementary (K-4)	185
Alternative school	8
Certified teachers	114
Non-certified teachers	0
Students on reduced lunch	7%
Students on free lunch	14%
Postsecondary students	70%
Students going to 4-yr programs	38%

Prairie Heights has vocational classes offered at Prairie Heights in Agriculture, Business Lab, Consumer Homemaking, Building Trades, ICE , ACE, and at other sites in the area Vocational Cooperative we offer welding, automotive, drafting, health occupations, marine mechanics, and machine shop.

Our lack of industry in the school district makes it hard to promote many job possibilities. The staff at Prairie Heights have been very cooperative in trying to encourage the students to reach out for new goals and achieve the maximum for their ability. Seventy percent of last year's graduating class went on to post-secondary training with 38% entering a four-year program.

Change Model Experiences

To implement change it is very important for the person in charge to be positive and a good salesperson. I found with our small school that an informal one-on-one approach with my consortium seemed to work better than a specially called meeting. The people on the consortium are busy people, but their input was critical to make this project work.

I used a Bernstein Bear Book called **He Bear, She Bear** to start the first graders thinking about things they could do. Also new books and videos have been added to the libraries at all levels to help open the eyes of students and teachers.

Much of the time was spent gathering information and planting seeds about Gender Equity wherever I could. Use of positive newspaper articles is a good way to reach out to the community. We need to remember that planting seeds and waiting for the harvest requires time and patience.

I have been very fortunate that the school community has been very supportive and willing to be a part of the Gender Equity project. So far I feel we have had no negative feedback.

Time Line Information

We used a slow method of change by planting ideas in many people and seeing them grow into a lasting state of mind. Use of videos, books, bulletin boards, special information pages for teachers, students and commu-

nity are the way I have chosen to plant the seeds but waiting for the harvest requires time and patience.

Budget Information

As an Impact Site we came on board with a budget of $25,946 that was later raised to $38,746. It was broken down into these categories: Personnel $18,414, Benefits $4,765, Contracted Services $1500, Travel $2432, Materials $1490, and Communications $145.

Evaluation Information

Assessing the activities done during the year and seeing the overall picture at Prairie Heights helps determine the direction to go next. Having the coalition meet and discuss the year's activities is also helpful.

Reporting Appropriate Information

I found keeping a daily journal helpful in bringing things to mind as I prepared reports for this project.

White River Valley School Corporation

Mike Karr and Don Terrell

This corporation was established in 1988 and was formed by the consolidation of three small, rural schools in Greene County, which is located in the southwestern region of Indiana. The school district, which encompasses 252 square miles, has five small towns located within its boundaries and these are: Worthington, Switz City, Lyons, Marco, and Newberry.

The total population of the district is 5,884, and in 1990 the per capita income was $10,985. Over ten percent of that population subsists below the poverty level and the unemployment rate is approximately 7% even though nearly 74% of the population over the age of 25 have high school diplomas at least. Over 7% of the households in the district are female-headed households with no husband present, and over 45% of those have children under the age of 18 living in them. Forty-seven percent of all females over the age of 16 are in the labor force and 48.5% of females who have children under the age of six are in the labor force. The industrial base in the district is minimal; consequently, most employment is derived from small, service-related businesses and many workers must travel out of the district to their jobs.

The student population at White River Valley is housed in three separate first-class commissioned facilities: K-8 at Lyons, 377 students; K-8 at Worthington, 358 students; and 9-12 at Switz City, 314 students. They are served by 82 certified staff, 5 administrators, and 57 non-certified staff, and the corporation budget for 1993 is $6,492,400. Twenty-eight percent of the student population receives financial assistance in the form of free/reduced meals and book rental waivers. Students at White River Valley participate in a wide variety of academic and athletic extracurricular activities throughout the school year and the school corporation cooperates with many civic agencies to provide additional opportunities for students. Approximately 20% of all high school students are enrolled in at least one vocational class, and, since the consolidation, over 60% of the students who have graduated have enrolled in some type of postsecondary education.

Change Model Experience

Committing to the Vision—provided in-service illuminating gender bias and learning style differences in the classroom (effective for those who attended). Our trainers were Tim Nolan (Cincinnati, OH) and Pat Wilson (Bloomington, IN); both are excellent.

Forming the Local Coalition—used selective invitation process to acquire key personnel at the local level and also utilized representatives from various state and local agencies when feasible.

Empowering the Coalition—encouraged suggestions from members and assigned active leadership roles to coalition members. One of our coalition, an employee of Indiana Workforce Development, suggested a Career Day for our students and then worked with us to plan the program and schedule over 40 presenters.

Assessing Local Needs—used 1990 census information, surveyed students and area business interests. Inviting local business leaders to attend evening meetings proved counter-productive, as only 13 of 100 attended.

Adapting the Vision to Needs—incorporated practical applications appropriate for our site based on local information. We are working with area postsecondary institutions to provide career-awareness opportunities for our students throughout the year, including summer camps and campus visitations.

Developing the Local Action Plan—realistic time line based on school calendar evolved. Approval was required for specific activities by appropriate school administrators.

Implementing Strategies—planned, coordinated, completed and evaluated one project at a time before committing resources to further endeavors. Success and media coverage are the best motivators for encouraging participation in the Gender Equity project.

Evaluating the Process—takes multiple forms, including written evaluations for specific programs and obvious alterations in class compositions and teaching styles.

Refining the Model—adjust to financial limitations and build on achievement.

Infusing Through the Change Process—on-going student, staff, and community activities.

Roadblocks and Eyeopeners

Some members of the faculty and staff are unwilling to evaluate and change antiquated teaching methods and to modify stereotypical attitudes, and there is no mandatory in-service training time available for staff development. Minimal exposure to diverse ethnic and cultural populations is found and there are few career opportunities, due to the rural environment and scant population. Coalition members are difficult to assemble and in some cases there is limited perception of the importance of the change process by influential individuals in the community and school corporation. It is often difficult to adhere to specific dates on the proposed time line.

Time Line Information

Major activities were as follows: created photography display of "nontraditional" occupations, July 1992; held an all day staff/administrator in-service on learning styles, change concept, gender bias in education, and equity, August 1992; collected data (SAT/ACT scores in math/science), September 1992; distributed "Career Role Models . . . Ideas for Teachers and Counselors" to all administrators, faculty, and school board members, September 1992; student tour of "Top Notch Construction Event" (Hoosier Dome—Indianapolis), October 1992; administered Choices Profiles to all high school students, October/November 1992; leaders from area business explored apprenticeship options and skill development at the secondary level, November 1992; coalition building activity at local site, November 1992; opened evening career information and

media lab for public use, December 1992; developed material and resource directory, December 1992; began "career" decoration of media lab, January 1993; added video lab to media lab, February 1993; Career Day, March 1993; postsecondary campus visitation (Vincennes University—robotics and electronics), April 1993; and many activities continue throughout the year, i.e., coalition building, student and community use of media lab, networking with postsecondary institutions, news releases in school and area newspapers, project updates and reports to administrators, providing in-service training and gender equity information for staff development, attending leadership consortium meetings, and refining section II of the "How To" manual.

Budget Information

personnel	$22,293.75
fringe benefits	$2,804.75
contractual services	$2,000.00
travel	$4,088.00
materials, supplies	$1,984.18
telephone/postage	———
other	$10,830.00
Total	$44,000.00

Evaluation Information

Evaluation of project activities, expenditure of funds and adherence to grant specifications is regularly reviewed by project directors, coalition members, school administrators, leadership consortium facilitators, and state coordinators.

Reporting Appropriate Information

Completing quarterly project reports and fiscal status reports as required by the Indiana Department of Education, Vocational Education Section.

Vincennes University—Vincennes

Dorothy Johnson and Dawn Mann

Vincennes University is a comprehensive community college serving the state of Indiana through its mission of academic transfer, occupational education, and community service. In addition, Vincennes University offers an expanded diversity of extended services and evening programs which provide continuing service and educational opportunities for adults in Vincennes, the surrounding communities, and extended service locations.

The main campus served 7,212 students according to Fall 1991 enrollment figures. The student body is primarily composed of "traditional" students (recent high school graduates), although nontraditional students enrolled in occupational programs.

A total of 60% of VU students were enrolled in occupational programs. According to the 1991-92 University manuals, "Occupational programs are designed for those students who want to develop entry-level skills in a designated career and enter the world of work after graduation. These programs are intended to prepare the student for beginning positions in their chosen field with the prospect of advancement. The skills developed in these occupational programs are supported by courses in mathematics, science, and other areas of general education which provide needed academic skills, enhance the students' personal growth, and provide a basis for future advancement. Even though the occupational courses and curricula are not prepared for the purpose of transfer, a proportion of occupational students in all areas continue their education upon graduation from Vincennes University and seek a baccalaureate degree."

Out of student enrollments, 4,298 students were enrolled in the occupational programs full and part time, representing 59.5% of the total student population. Of this total number, 70% are male and 30% are female.

Currently 69 programs are identified at the main campus as being occupational, of which 47, or 68%, could be designated "target programs." Target programs are those occupational programs which are predominated by one sex, according to the 75/25% gender distribution of the original grant proposal.

Thirty-one (31) of the programs are gender predominated by male enrollment, especially in the Technology and Business Divisions. Sixteen (16) programs are gender predominated by females and represent secretarial and health services areas with the exception of the Broadcasting (Sales Option) program.

Among the academic transfer programs, there also exist disparities in the areas of science and math related careers. Applying this 75/25% gender distribution principle to the academic transfer programs, 51 out of 96 programs are gender predominated, 34 by men and 17 by women. Males predominate in Law, Art (Graphic Design Option), Engineering, Physics, Lab Assistant (Biology, Chemistry, and Engineering Options), Math, Pre-Medicine, Natural Resources and Environmental Science, Pre-Optometry, and Physics.

The Education area presents an interesting dualism. While women predominate in Elementary, Early Childhood, Kindergarten/Primary Education, All Grade Education, and All Grade with the School Media Option, males predominate in All Grade Education with Music Options and Secondary Education with the Speech and Business Education Options.

Certain occupational programs were found to be 100% predominated by one gender. Those programs predominated by males are:

Automotive Mechanic
Aviation (Flight and Maintenance Options)
Banking and Finance—Insurance Option
Building Materials Technology/Construction Option
Building Materials Technology/Retail Management
Diesel and Heavy Equipment Technology
Electronics Technology/Bio-Med Option
Electronics Technology/Communications Option
Electronics Technology/Computer Technology Option
Machine Trades/Tool and Die
Machine Trades/Injection Mold Tool Option
Security
Welding Technology Certificate

In addition, programs with 100% female enrollment are:

Floral Design Certificate
Horticulture/Interior Plantscaping
Nursing, Practical
Secretarial, General Option

Secretarial, Administrative Assistant Option
Secretarial, Medical Option
Secretarial, Legal Option

After looking at all current year enrollment data, it becomes clear the need exists for more equitable distribution of the sexes in both occupational and transfer programs. Although occupational programs represent 60% of student enrollment, there is a great disparity in the numbers of females in a majority of occupational programs.

There is also a great need to reach out into the community and work with local schools in establishing the base for gender equity. There are 1,135 students attending the University from Knox County. The top five enrollment counties after Knox are: Marion, Daviess, Greene, Lake, and Monroe. There is currently representation from several of these counties on the state consortium. This further demonstrates the need to establish links in Knox County but to work with members of the state leadership consortium in other areas supplying great numbers of students to Vincennes University.

Change Model Experiences

What Worked

- The designation of two coordinators to work on the project due to the size and complexity of the institution
- An advisory board with membership having knowledge in teaching/learning styles, curriculum development, Tech Prep, career development, institutional change, communication, public relations, and organizational strategies
- Designing the organization in such a manner as to seek maximum involvement from university personnel who are committed to equity and change
- Using the developmental team and state leadership consortium as resources in planning programming and sharing resource person

What Didn't Work

- The designation of money for direct student services such as books, supplies, and materials. Due to requirements that all other resources be utilized prior to using funds, clients' needs were met beforehand and were not considered important.

- A great deal of time needs to be spent on coordination efforts and planning meetings. This requires closer cooperation within the organization. The amount of time that faculty and professional staff can spend attending meetings and planning strategies is very limited. In some divisions, resistance is encountered at faculty intrusion and time spent on outside projects.
- Emphasizing institutional change. Most university professionals are not aware of institutional change and therefore resisted efforts to talk about and discuss this strategy.

Roadblocks & Eye Openers

Vincennes University's Main Campus is the largest institution involved in the state consortium. Two major areas that are to be addressed and are identified as problems are university commitment and personnel.

- Failure to obtain "endorsement" of the project by top administrators
- Lack of familiarity with concepts of gender equity and institutional change by key administrators charged with overseeing the project
- Failure to designate staff to work on the project full time (Coordinator 40% and Asst. Coordinator 25%). The sharing of responsibilities by the staff personnel does not allow for coordination of meetings, time to develop and implement strategies, and work more actively with the local structure (advisory board and committee-at-large).
- Unwillingness and apathy—the lack of university personnel to get involved due to lack of information and lack of having to do so by supervisory personnel
- The number of people who want to work on the project but refuse to commit due to time limitations.
- The number of hours actually required to work on the project (plan activities, develop strategies, make community connections).

Time Line Information

First Quarter (August—October)
Hold local coalition meeting
Collect student enrollment baseline data
Hold committee-at-large meeting

Contact local schools at beginning of year to make contact to hold joint programming
Provide in-service to admissions, career staff
Attend state leadership consortium trainings
Target articles in student and/or local news media

Second Quarter (October—December)
Continue meetings for local advisory board and committee-at-large
Contact Library Services Department
Make contact with education department and target class presentations
Make contacts with local agencies such as single parents, Chamber of Commerce, and other sources utilizing contacts from responses

Third Quarter (January—March)
Continue meetings for local advisory board and committee-at-large
Plan activities for African-American History Month
Plan activities for Vocational Education Week
Plan activities for National Counselors' Week
Plan activities for National Women's History Month
Begin to develop/gather information relative to writing next year's proposal

Fourth Quarter (April—June)
Hold last meeting of advisory board and committee-at-large
Participate in Indiana Black Expo
Develop programs for summer
Wrap up the activities of the grant
Plan evaluation of this year's activities

Budget Information

See approved Vincennes University Grant, Part IV, project Budget.

Evaluation Information

An evaluation (assessment) subcommittee of the local committee-at-large has been designated to evaluate all functions and programs in the following manner:

- A survey was designed to assess board members' availability to attend meetings.
- A survey was sent to all persons involved in planning project goals and objectives such as Single Parent Program, Local Employment and Training Office, technology division faculty, financial aid office, and administrators to assess their needs for the gender equity project. In addition, more focus should be given to Community Services and their needs for the grant.
- A survey will be developed to assess student experiences in the project "target programs." This material could be compared to students who were in the programs 2-5 years ago. Further, the site will use enrollment figures to assess the effectiveness of target areas of recruitment, retention, completion, placement, and follow up; evaluate all presentations, meetings, and project activities; and maintain a record of publicity and correspondence as part of the long term evaluation process.

Reporting Appropriate Information

- Filing quarterly and year-end report to Indiana Department of Education.
- Gender Equity Advocate (sharing state newsletter with advisory board and committee-at-large).

McKenzie Career Center

Rachel Smith

The Metropoitan School District (MSD) of Lawrence Township is located entirely in Marion County, Indiana, and encompasses approximately 45 square miles and includes a part of the township of Lawrence, the City of Lawrence, and the Town of Castleton. It is approximately 12 miles northeast of downtown Indianapolis, Indiana.

Fort Benjamin Harrison is one of the largest military support posts in the United States. The post encompasses about 3.75 square miles and is located in the center of Lawrence Township. The Fort has 1,577 military personnel assigned permanently. Although the Department of Defense has announced the closing of Ft. Benjamin Harrison, it is understood that the loss of student population will be minimal.

The Board is the governing body of the school corporation. The Board consists of five elected members. No more than two representatives are from the same district. The members serve overlapping four year terms.

As of the 1991–1992 school year, the enrollment was 11,730. The pupil-to-teacher ratio for the school years 1990–1991 was 16 to 1. All of the school corporation's schools have libraries, hot lunch programs, and mutipurpose rooms or gyms for student activities. The school corporation cooperates with the local recreation department, churches, and other community organizations in making school facilities available for evening athletic, recreational, and enrichment activities.

Classroom teachers at all levels are supported by specialists in reading, guidance, art, music, physical education, and intramural sports. All schools have full-time teacher aides.

Evaluation, special classes, tutoring, and out-of-district placement are available to handicapped students. Also, a full range of extra-curricular programs and activities are available to students beginning in the elementary grades. The school corporation provides a variety of vocational subjects at both Lawrence Central High School and Lawrence North High School and, specifically, at McKenzie Career Center.

Adult Education classes are held mainly at Lawrence North and Lawrence Central High Schools, with some classes at the middle schools and grade schools in the

township. There are 63 classes offered in the fall and again in the spring from 36 teachers.

Ten large employers in the school corporation area are:

United States Government (Ft. Benjamin Harrison)
Boehringer Mannheim Corporation
Best Lock Corporation
Associated Group
Community Hospital of Indianapolis
Sears Roebuck & Co.
Printed Wiring, Inc.
ERI-Division of Babcock & Wilcox Co., Inc.
J.C. Penney Co., Inc.
Edgecombe Metals Company

MSD Lawrence ISTEP ACHIEVEMENT leads Marion County for the second year. The graduation rate for MSD is 90%+. The attendance rate is 95%+. The SAT scores surpass state and national scores. Seventy percent of the students graduate to postsecondary education. The National average is 50. Five schools in MSD have been nationally recognized for excellence. All schools excel in PBA. Finally, there are over $4 million annually in scholarships to graduating seniors in both high schools.

First Year Activities

Student Tours

MCC conducted tours of the career center for all of the eighth graders that attend Lawrence Township high schools and for all of the sophomores at both Lawrence North and Lawrence Central.

Video

A professional video was produced about MCC and the various programs MCC offers. We concentrated on gender equity concerns while filming the video. Cardinal Cable Company was hired to do the project.

Advisory Board

Wendy Wolfe developed and organized a local coalition consisting of 10 representatives from the community. They held two meetings where they discussed the goals of the grant and what they could do to help achieve the aims of it.

Teacher Assessment

Wendy conducted an assessment of all the MCC teachers

on gender equity issues. She got a 100% return rate from the teachers. She then compiled the results and consolidated them into one final statistical report.

Gender Equity Material

Wendy ordered several books dealing with gender equity in the classroom for our teachers, and she also ordered several books for the students to use. She purchased about 30 posters dealing with nontraditional occupations that are in our audio-visual room.

Bulletin Board

Wendy designed a different bulletin board about every two to three weeks that was in one of our main hallways. Each bulletin board had a different theme that always related to gender equity concerns.

Faculty Notices

At least once a week Wendy sent some piece of information to the faculty. Whether it was a recent gender equity news article, a "Did you know..." fact sheet, or a reminder of a gender equity teaching strategy that they may employ in the classroom, the faculty notices were intended to heighten and maintain an awareness of gender equity.

Curriculum Guide

Wendy reviewed, critiqued, and corrected all of the curriculum guide for MCC to ensure that all language was gender equitable.

Program Brochures

Wendy reviewed, critiqued, and corrected all of the brochures on the specific programs offered at MCC that are available.

Student Enrollment

Wendy collected the baseline data on the student enrollment in all of our vocational educational courses so that she could evaluate the percentage of males and females in each course. Moreover, this allowed Wendy to determine which courses were the most or least gender equitable.

Presentation to Teachers

Wendy gave a short presentation on March 4, 1992, to the MCC staff so they were more aware of the project and knew their importance in it. Wendy handed out a booklet explaining the project and its goals.

Counselor Alert
Wendy sent frequent letters to the counselors alerting them to gender equity concerns and asking for their support in efforts to guide all students to take courses that interest them, regardless of their gender.

Counselor Assessment
Not completed last year.

News/Media
Articles about this gender equity project have been published in the local and school papers. The school newspaper article focused on the past, present, and future effects connected with the grant. The article in the township paper was purely informational and was directed toward parents and other community readers.

VES Library
Wendy made several trips to the Vocational Educational Services Library in Bloomington to research current material on gender equity. Wendy collected resources that focus on classroom activities, teacher training techniques, and up-to-date models of gender equity efforts in other states.

What didn't work—Why?
Wendy said she could not think of anything that she had tried that did not work.

Roadblocks & Eye Openers

In the first year, a full-time person to coordinate activities was not hired until the second semester of the 1991-1992 school year and this slowed the project's beginning.

Time Line Information

Activities were completed so as to coordinate with school events as well as the time table established in the grant proposal.

Budget Information

Money was spent on a professional video about McKenzie Career Center and focusing on the fact that the career

center was gender equitable. The coordinator also purchased several books dealing with gender equity in the classroom for the teachers, and she ordered books for the students to use. Also, she bought many posters portraying nontraditional occupations.

Evaluation Information

No formal evaluation was conducted. Although at local coalition meetings, members helped the coordinator by assessing and evaluating activities and projects on an ongoing basis.

Reporting Appropriate Information

Reports filed quarterly and a year-end report were completed. Periodic report updates of on-site activities were given at Leadership Consortium meetings.

Vincennes University—Jasper

Sandy Fritz

Vincennes University Jasper Center is an extension of Vincennes University, the oldest institution of higher education in Indiana. The 130-acre campus, purchased and developed by private funding, is located in a quiet, rustic setting south of Jasper on Indiana Highway 162.

Each semester, a (full- and part-time) faculty of 73 educators instructs over 1,000 (both on- and off-campus) students from Crawford, Davies, Dibpos, Gibson, Lawrence, Martin, Orange, Perry, Pike, Spencer, and Warrick Counties. Campus housing is not available. The student body is 70% part time, 30% full time, 69% female, 31% male, and the average age is 28. VUJC has a student–professor ratio of 17 to 1.

Vincennes University Jasper Center is a comprehensive community junior college. It offers two-year degrees in Associate of Arts, Associate of Science, and Associate of Applied Science as well as Certificates of Graduation and Certificates of Program Completion. Students may choose the two-year college transfer program or the two-year occupational program.

Change Model Experiences

Committing to the Vision and Forming the Local Coalition. We are now in our second Gender Equity grant year as a Demonstration Site. The first year activities were based on attaining a greater awareness among our University faculty and staff. A committed local coalition with a nucleus of university personnel was formed in the first year. The original local coalition and their positions were as follows: Virginia Eichmiller (Gender Equity Coordinator/ Admissions Counselor), Jane Bowman (Asst. G.E. Coordinator/Clerk), Max Meuser (Director, Student Services), Maureen Gregory (Dept. Chair, Humanities/Social Studies), Linda Bieker (Director of Continuing Education), Robert Reeves (Workplace Learning Coordinator), Jeanne Melchior (Asst. Professor of English), and Jean Mitchell (Library Clerk). Grant Year II began with gender equity personnel changes, with Jane Bowman, assistant Gender Equity Coordinator, being replaced by Sandra Fritz as the Gender Equity Coordinator. Virginia Eichmiller remained as

the Gender Equity Advisor/Supervisor. More members were also added in Grant Year II from the Student Government Association, student body (nontraditional student), a representative from Workforce Development, and representatives of industry. The original representatives developed the following mission statement: WE BELIEVE ALL PEOPLE SHOULD HAVE THE OPPORTUNITIES TO DEVELOP INTERESTS, ABILITIES, AND APTITUDES TO ACHIEVE THEIR FULLEST POTENTIAL. THEREFORE, WE PROVIDE NON-BIASED INFORMATION TO STUDENTS ON COURSEWORK AND CAREERS IN A SUPPORTIVE AND ENCOURAGING MANNER AND COMMUNICATE TO FACULTY AND STAFF THE IMPORTANCE OF EQUITABLE TREATMENT FOR ALL STUDENTS.

Empowering the Coalition and Assessing Local Needs. Local coordinators worked with the local coalition to build consensus and team building skills. Factors that made team building perhaps more difficult were the time element and lack of clear program directives. The coalition was, however, working as a cooperative team to reach a common goal.

Adapting the Vision to Needs

The basis was formed in the first grant year for adapting the vision to the needs through utilization of the Local Action Plan. The Local Action Plan focused on activities to assist with the areas of recruitment, retention, completion, placement, and follow up. (For a list of activities see Timeline Information.) These activities were appropriate to the first-year program needs.

Roadblocks & Eye Openers

The Gender Equity Advisory Board members experienced the following roadblocks and eye openers: 1) no definite sense of direction, 2) the understanding of gender equity was so vague it was a struggle, because no one was knowledgeable enough, nor an expert on gender equity, 3) easy for board to get caught up on one issue, 4) not knowing the big picture of where the project is heading, 5) did not know what was expected, 6) more information was needed, and 7) goals were not well defined.

Time Line Information

The first-year local coalition assisted in formulating goals and activities, as well as sharing a common vision that bound the group to a commitment to address institutional change. The following activities were utilized to meet their common goals: 1) A column was written for the student newspaper to foster a greater awareness among students, faculty and staff about gender equity issues. 2) A gender equity newsletter was issued periodically. 3) Books related to gender issues were added to the campus library. 4) The Vincennes University Jasper catalog was reviewed for gender bias with recommendations for changes. 5) Textbooks were also reviewed for gender-biased language. 6) Choices CT information was also made available to assist students with career decisions. 7) A survey of VU Jasper graduates from 1989 to present was initiated to gather information about gender bias and placement success in business and industry. (Survey information was compiled in September of Grant Year II.) The results were positive for VUJC. A total of 88% responded affirmatively, when asked if presently employed. Those who are employed replied to the question of inequitable treatment in employment because of gender in the following manner: 12% answered "yes", 80% "no", and 8% responded "some". 8) VUJC also participated in the training sessions and meetings of the Gender Equity Leadership Consortium.

Budget Information

The project was supported by a grant from the Indiana Department of Education. The grant's budget included costs for personnel, personnel benefits, contracted services, travel, materials and supplies, and communication. By the completion of the project, the program was well within all budgeted categories and a substantial amount of money was returned to the Department of Education.

The major reason the project did not use the full level of funding was related to staffing concerns. During the initial months of the project, we were unable to appoint a coordinator at the level of effort anticipated. During the subsequent phase of the project, we were able to appoint a coordinator at the level of effort desired, but with additional cost savings.

The funds provided to the project were essential for carrying out the activities. The Department of Educaiton anticipated well local site needs.

Evaluation Information

Evaluation of the FY 91 VUJC Gender Equity Grant Program was determined by the effect of activities which were utilized to meet the site objectives. The first year activities served to attain a greater awareness among our staff and faculty of equity issues. A greater awareness about gender equity issues was attained through written materials in **The Gleanings**, our student newspaper, and a newsletter that was issued periodically. Books about gender equity issues were also added to the campus library. Choices CT career information assisted students with career decisions. The formation of a university gender equity advisory committee served to provide a base for a local coalition which was completed in the second grant year. A survey of former graduates served as a basis for future surveys to assist us with placement and follow up. The university catalog was reviewed for gender bias and recommendations for changes were addressed. Textbooks were also reviewed for gender bias, and information regarding these books was recorded. Attendance at Impact Site training sessions and participating in Leadership Consortium meetings also served to empower local leadership.

Evaluation is an on-going process to determine which activities assist in realizing our goal of increased enrollment and completion of students in nontraditional area. Change and the change process are both vital and necessary in implementing a program. The first year as an Impact Site was difficult to evaluate in terms of change, but new ideas and participation were acquired through group dynamics, which assisted us in forming our local coalition.

Reporting Appropriate Information

Reporting appropriate information was attained through periodic project status reports to the Vincennes University Jasper Center Gender Equity Advisory Board. The Indiana Leadership Consortium meetings also provided opportunities for our site to share site activities and project updates. An Individual Impact Site Action Plan was completed near the end of the first grant year. This plan provided informa-

tion about the site local coalition, roles and responsibilities, mission statement, goals, benefits and barriers, time line for site activities, official linkages and project reflections. The action plan assisted with project direction of the subsequent year's activities by providing baseline information.

Elkhart Area Career Center

Sue Geyer and Marge Nye

The Elkhart Area Career Center is a vocational school located in northern Indiana, and has a feeder school system which involves 16 schools from the surrounding areas including rural and urban locales. The enrollment at the Elkhart Area Career Center is approximately 750 students who are juniors and seniors in high school. The students are at the Career Center for half of their school day, during which time they receive training in their choice from 24 vocational areas. The staff at the Career Center at the present time consists of 70 individuals.

Change Model Experiences

1. In-service for counselors from sending schools.
Topic: Grant
Audience: 25
Material: overhead, lecture, handout of their choice
Comments: good, worked well for introduction
Setting: small auditorium

2. Visited 14 elementary schools in our district with displays of Elkhart Area Career Center program—explaining traditional and nontraditional occupations; students choosing one traditional and one nontraditional are to experience hands-on exploration on a future tour.
Topic: traditional and nontraditional careers
Audience: 14 elementary—6th grade classes
Materials: displays of products made in each career center area
Comments: great response and interest
Setting: elementary school classrooms or cafeteria

3. Hosted tours for 14 elementary schools. Allowed half hour in traditional and half hour in nontraditional course—with students taking home products they made.
Topic: Vocational Education and Gender Equity
Audience: total count for 6 days—one thousand students
Materials: whatever needed for various work areas
Comments: good response, high interest
Setting: Elkhart Area Career Center

4. Presentation for the Elkhart Area Career Center Vocational Advisory Committee.
Topic: Gender Equity
Audience: 28 adults
Materials: handouts
Activity: Gender Equity awareness group work
Comments: good response
Setting: Elkhart Area Career Center

5. Indiana University South Bend education class presentation.
Topic: Gender Equity in vocational education
Audience: 28 college students (undergrad)
Materials: Career Center and Gender Equity material
Comments: good
Setting: Indiana University South Bend classroom

6. Worked with Teenage Parent Program.
Topic: Gender Equity in vocational education
Audience: 22 students in Teenage Parent Program
Materials: Gender Equity, Career Center video, and self development search
Comments: positive, numerous
Setting: Teenage Parent Program classroom at Rice School

7. Addressed 8th Grade Parents Night.
Topic: Career Center, Vocation Education, and Gender Equity
Audience: 8th grade students and parents in our school system
Materials: Career Center and Gender Equity video
Comments: good, but most at this meeting were more concerned with high school scheduling
Setting: Elkhart Community High Schools

8. Teen Search in South Bend.
Topic: Career Center, Vocational Education, and Gender Equity
Audience: thirty 7th and 8th grade students
Materials: tour of Career Center with nontraditional students assisting
Comments: good

9. Hosted State Gender Equity Consortium Meeting.
See other attendees for comments

10. Presented three in-services to staff.
I. Mark Friedmeyer
Topic: Introduction to Gender Equity
Audience: Career Center Staff
Materials: Video and overheads
Comments: good, many
Setting: Elkhart Area Career Center
II. Faculty
Topic: was allowed to keep staff abreast of developments by being given time at each faculty meeting
III. Tim Nolan
Topic: Change
Audience: Career
Materials: video, handouts, activities of Tim's
Comments: very good

11. Morning Optimist Club.
Topic: Vocational Education and Gender Equity
Audience: Members of the Morning Optimist Club
Materials: Career Center and Gender Equity video
Comments: good

12. LaGrange Professional Business Women's Club.
Topic: Gender Equity
Audience: 32 professional business women
Materials: video, assorted Gender Equity activities, energizers, and handouts
Comments: good

Roadblocks & Eye Openers

Working with our staff has been rewarding because of the cooperation we have received. The response of our staff has been very positive, as has the change process, which is the largest obstacle to overcome.

The Advisory Committee worked cooperatively from the beginning, endorsing the many plans we placed before them. We selected individuals from various grade levels within the school system and from diverse working backgrounds.

Time Line Information

—1991—

September: Attended conference

October: Addressed and did Gender Equity exercise with EACC staff
Spoke to counselors from sending schools
Attended conference
Visited 14 elementary schools

November: Career Week tour for all Elkhart 6th graders
Gender Equity with EACC staff
Presentation to Vocational Advisory Council
Addressed TAPP students to inform of Gender Equity

December: Attended Gender Equity meeting
Provided on-going support for students in nontraditional areas
Worked with Teen Search in South Bend—thirty 7th and 8th graders

—1992—

January: Added two staff members to our committee, Chuck Brownewell and Neil Klockow
8th grade pilot program for at-risk students

February: Addressed 8th grade parent night at sending schools
Hosted conference on Gender Equity for state members
Mall display—University Park

March: Tour TAPP students
Visited McKenzie Career Center, Indianapolis
Addressed Gender Equity and Carl Perkins with special education teachers

April: Expanded into Adult Education

May: Worked with graduating nontraditional students

June: Finalized the 1992-93 Gender Equity Grant Proposal

Budget Information

The 1991–92 grant year was truly an educational year where the budget was concerned. Our Vocational Director attended, but there was some miscommunication to the co-administrators as to how to report monthly expenditures, thus we did not always know the balance that was left in the grant. As a result, we returned some money at the end of the grant year.

The consortium meetings helped us clarify questions about funds being used for meals, etc. We feel the expenditures we incurred were put to good use. Our budget lines were: contracted services, stipends, travel, materials and supplies, and other expenses—the largest amount having been spent on stipends, which included amounts to the co-administrators and our staff. (We did pay stipends to our staff for three in-service workshops.) The next largest amount was spent on materials and supplies.

Evaluation Information

The evaluations for the first year were received may ways:

- questionnaires were given to Elkhart Area Career Center teachers and students;
- Elkhart Area Career Center teachers and students were asked questions one on one;
- comments made by visitors (tours, etc.);
- our higher enrollment figures in nontraditional classes;
- response from elementary schools;
- response from sending schools counselors;
- willingness of advisory board members to get involved;
- written evaluations from attendees following each presentation.

Reporting Appropriate Information

Reporting appropriate information was done through correspondence, telephone, conferences, and personal contact with:

- local administrators and financial office;
- quarterly reports;
- final report to state;
- correspondence with Cathy Hart, Amy Sutley, Jean Person, and Mark Friedmeyer; and
- shared information with state consortium members.

Heartland Career Center

Amelia "A.J." Blatz

Heartland Career Center is located in Wabash, Indiana, which is in the northern third of the state, 45 miles southeast of Fort Wayne. It is a rural/small town community, serving approximately 500 students from seven different sending high schools from Wabash, Miami, and Huntington counties. Many of the students have a learning disability.

Change Model Experiences

What Didn't Work

- Trying to get program advisory committees and Heartland's General Advisory Committee gender-fair representation. This needs to be done by another method, since no change was made in any of the committees.
- Introducing the school staff to gender equity through a brief presentation and mailbox materials. The staff should be introduced thoroughly from the beginning with an in-service, followed by frequent information. The staff was resistant with too little information at the beginning and developed inaccurate ideas.
- Individually meeting with nontraditional students as a support method and method of gaining information. It would have been better to have met with them as a group and made it a scheduled group activity because meeting them individually did not cause group interaction and support.

What Did Work

- Presentations to local groups made the community aware of the project and gender equity in general. One presentation led to another because of networking.
- Bulletin board displays made the faculty and students aware of gender equity issues. They developed interest and awareness.
- Flyers to parents through sending school mailings made schools and parents aware of how to assist their children in selecting careers, including traditional and nontraditional ones.
- Video about HCC depicting gender equity in the school involved the entire staff and students and developed gender equity awareness in the entire school and commu-

nity. It was done in a subtle manner that should open career choices to everyone who saw it.

- Articles with local student pictures about the project and showing nontraditional students developed gender equity awareness among the community as well as pride and a "spotlight" for the nontraditional students. These articles appeared in state and local newspapers as well as school papers. Nontraditional students received a great deal of attention as a result of these articles and pictures.
- Gender Equity workshops for faculty got staff members talking and thinking about gender equity. (These should have been done earlier, however.)
- Frequent flyers to faculty on gender equity assisted in staff knowledge and consciousness of gender equity.

Roadblocks & Eye Openers

Roadblocks

- We encountered the fact that many people in the school and community viewed gender equity as a women's liberation movement and were very resistant.
- Many members of HCC staff were reluctant to learn about gender equity and the change process.
- Employers in the Wabash/Miami county areas are reluctant to hire nontraditional workers.

Eye Openers

- Student hall bulletin board displays prepared by HCC student clubs were well received.
- Eye-openers at meetings involved an activity with balloons containing nontraditional jobs inside. Participants would pop balloons and then tell about the benefits and problems of having the particular job.
- A warm-up activity for meetings called "Human Bingo" helped participants get acquainted. Bingo cards contained information about each participant and required that everyone talk to others in the group. This was well received.
- Staffing: An administrator at HCC was actively involved in the project and all of the training. This not only helped the project but is a necessity for a successful project.

Time Line Information

We were given a time line in order to know when we should have a certain thing accomplished with the project, such as when to have our Local Coalition formed. This was not only helpful but a definite "must."

Budget Information

HCC received $28,442 as an Impact Site. The larger portion of this amount was pre-determined by the initiators of the Gender Equity project. A smaller portion was awarded at a later date. Monies received were used for personnel wage and benefits (a partial contract), travel, materials, supplies, phone, postage, and miscellaneous expenses.

Evaluation Information

Evaluation of each activity was done during the first year of the project. A standard form should be developed and utilized in order to evaluate each activity and compare results. Evaluations were utilized after any group presentation in order to improve each activity.

Reporting Appropriate Information

At the end of the project we were provided with a basic outline in order to report information for our project. It would be helpful to have this form at the beginning of the project so that an on-going report could be maintained by means of a computer. Weekly or even monthly journals are helpful to record and recall information also.

Impact Site Products

This is a partial list of the materials that have been produced locally by Demonstration and Impact Sites to inform audiences of site initiatives and to assist in infusing equity into the programs and policies of institutions following the Indiana Model.

A.K. Smith Career Center

Employer Handbook
Nontraditional Occupations Video
Welding/Machine Trades Brochure

Elkhart Career Center

Workbook for Elementary and Middle School Students

Ivy Tech—Bloomington

Counselor's Manual
Effective Teaching Strategies (notebook and in-service)
Managing Educational Innovations (in-service video)
Ivy Tech College—Bloomington, 1992: Your Key to the Future (video)
Nontraditional student recruiting display

Monroe County Community School Corporation

What is Gender Equity? (parent brochure)

Prairie Heights Community Schools

Education is a Family Affair (elementary brochure)
Programmed to Learn (middle school brochure)
Picture Yourself Employed (high school brochure)
Expanding Your Horizons (T-shirt with motto)
Gender Equity notebooks for teachers and staff

Vincennes University—Jasper

Your Key to the Future (VUJC video)
Brochures, handouts, newsletters, bulletin boards
Survey instruments

Vincennes University—Vincennes

Expanding Horizons (brochure)

Warsaw Area Career Center

Exploring Possibiliities (brochure)
Career center/gender equity video

White River Valley School Corporation

Poster set of nontraditional workers
T-shirts with state gender equity project logo
Slide presentation

Project Development Team Products

Indiana University

Opening Doors to Equity (video and viewer guide)
Opening Doors—The Indiana Model (strategies and activities)
Change Process Model (flyer)
Pre-conference proceedings (notebook)
Leadership Consortium mailer
Implementing the Indiana Model (How-To Manual)

Demonstration Sites

Original Demonstration Sites

Elkhart Career Center
(Elkhart)

Heartland Career Center
(Wabash)

Indiana Vocational Technical College
(Bloomington)

Indiana Vocational Technical College
(Indianapolis)

McKenzie Career Center
(Lawrence)

Monroe County Community School Corporation
(Bloomington)

Prairie Heights Community School Corporation
(LaGrange)

A.K. Smith Career Center
(Michigan City)

Vincennes University—Jasper
(Jasper)

Vincennes University
(Vincennes)

Warsaw Community School Corporation
(Warsaw)

Washington Community School Corporation
(Washington)

White River Valley School Corportation
(Switz City)

Demonstrating Equity and Change

Within the Indiana Model, Demonstration Sites are institutions in their second or third year of implementing the change process of infusing gender equity throughout their institutions. Like Impact Sites, Demonstration Sites exist in demographic contexts that are urban, suburban, and rural. Also like Impact Sites, Demonstration Sites include comprehensive secondary schools, career centers, and postsecondary institutions.

Both Demonstration Sites and Impact Sites are committed to carrying out local initiatives, but the tasks and responsibilities of Demonstration Sites go beyond those of Impact Sites. Demonstration Sites mentor to new Impact Sites and are committed to facilitating change statewide through the Leadership Consortium. They have received leadership development training to facilitate effective and efficient statewide planning and mentoring.

Demonstration Site personnel understand the interaction of systems and how to effect change within those systems. They work collaboratively with other Consortium members to promote the Indiana Model. Because each site is unique, the responsibilities assigned to specific personnel will vary from site to site, but the collaborative responsibilities of personnel at each Demonstration Site are consistent. They are, in general:

- to institutionalize equity into state and local policies, programs, and standards,
- to expand statewide leadership,
- to keep the state vision alive,
- to assist in program development and management,
- to coordinate visitation to Demonstration Sites,
- to monitor the progress of Impact Site initiatives,
- to facilitate program improvements,
- to explore alternative funding,
- to assist the technical assistance team with leadership development and training for Impact Sites,
- to help promote the Model throughout the state, and
- to serve as resources for any interested institution, agency, organization, or business interested in equity.

How Demonstration Sites Develop

Local gender equity initiatives have been developed and implemented at Demonstration Sites while their project personnel have been full participants in the statewide Leadership Consortium. Each site has moved through stages of growth in content and process, and each site has developed its own version of expertise.

The developmental stages leading to Demonstration Site expertise are as follows.

- The site accepts responsibility for and commits to bringing about institutional change and equity.
- Site personnel commit to participating in statewide Impact and Demonstration Site training.
- The site provides necessary resources for coalition members and program coordinators to implement the local action plan.
- Successes and limitations of local change efforts and equity activities are documented.
- Staff and resources are committed to evaluate, refine, and maintain change and equity initiatives locally, assuring that institutional change will be long term.
- Personnel are committed to participating in Leadership Consortium meetings, planning efforts, presentations at statewide conferences, etc.
- Personnel and resources are committed to planning and consulting with other Leadership Consortium members, other educational institutions, and community agencies and organizations interestedin equity.
- Personnel are committed to participating in the planning process with technical assistance staff and state monitors.

How Demonstration Sites Serve

Having successfully completed a minimum of one year of implementing the Indiana Model, Demonstration Sites can provide current Impact Sites and interested institutions with valuable assistance based on their experience in developing a local gender equity initiative using the Indiana Model. Demonstration Sites are available to assist with these services:

- reviewing and critiquing the local action plan for developing and implementing the Model
- providing descriptive processes and materials that support the change process and equity activities locally
- providing on-site observation of coalition meetings, in-services, and student services that directly relate to decreasing bias and stereotyping
- providing on-site consultation with gender equity coordinators and other involved personnel
- generating ideas of process and content for presentations—formal and informal—to specific audiences
- reviewing and critiquing written materials for marketing local initiatives, in-services, coalition meetings, and student materials
- assisting with training sessions and transfer and application of knowledge and skills
- providing inservice with single-parent project staff
- working with agencies such as Private Industry Councils to foster nontraditional choice and equitable climate.

Mentoring

Being an Anchor

Amid life's challenges and disappointments, your friends are an anchor in a storm, and I urge you to keep them.
—President Clinton

While the Leadership Consortium poses challenges and has even an occasional disappointment, it has added a component to the Indiana Model to help provide an "anchor in the storm" for those beginning and implementing the change process at new sites. Mentoring—now a familiar strategy in business and educational settings—is that anchor.

As they have shown through their collaborative efforts, Demonstration Site personnel have been able to draw on the strengths and talents of the individual coordinators and administrators involved in developing equitable learning environments through their local projects throughout the state. The Leadership Consortium has provided the means for developing the professionals needed to lead this statewide effort. The knowledge and common language these professionals share have facilitated this effort.

Many of the successes of this model are a result of the communication and understanding shared among the sites. Because of this willingness to share experiences so openly, all have benefitted. As one of the coordinators wrote for an evaluation, "optimism, positive outlook, and the willingness to experiment and take risks were key factors in the project's success."

The Consortium has proven time and time again that empowering leadership is truly synergistic. When one member of the group benefits, the whole group benefits, and the result is far greater than the mere accumulation of single efforts.

The synergy that benefitted all projects in the Leadership Consortium will be available at Demonstration Sites in the mentoring component of the program. The third year of statewide implementation has yielded helpful products and services to ease and speed up the local implementation of the Indiana Model. Mentoring is an added benefit. Mentors will be able to answer questions, provide trustworthy support, and help newcomers learn from the successes and disappointments of those with more experience in the program.

Mentoring Defined

Mentoring can be defined as having the five following key features:

1. Mentoring is an intentional process of interaction between at least two individuals.

2. Mentoring is a nurturing process that fosters the growth and development of the protege.

3. Mentoring is an insightful process in which the wisdom of the mentor is acquired and applied by the protege.

4. Mentoring is a supportive, often protective process. The mentor can serve as an important guide or "reality checker" in introducing the protege to the environment he or she is preparing for.

5. An essential component of serving as a mentor is role modeling.

Because Demonstration Site personnel have had experience in each of the roles mentioned above and because they have been role models and mentors for other program personnel during the early phases of the Model's development, these individuals are ideally prepared and eager to pass along their experience and expertise to new sites.

The Functions of Effective Mentoring

Leadership Consortium Mentors will serve Impact Sites by providing two functions: a) psychosocial and b) vocational. They are represented by their areas of expertise in the chart at the end of this chapter. The functions of an effective mentor include the activities of role modeling, encouraging, counseling, and building professional relationships among colleagues.
Examples of these activities are:

Psychosocial Functions (Process)

Role Modeling
- successful practice
- emotional support

Encouraging
- motivate
- encourage attendance, follow up/transfer of learning
- system support
- provide site tours
- encourage site meetings
- assist with in-services and other local efforts
- share resources and promotional activities

Counseling
- records
- develop specific strategies
- goal setting
- administrative assistance
- learning styles
- evaluation

Building Professional Relationships
- networking
- exposure
- visibility
- taking responsibility for continuation of Model

More practical mentoring activities include:
- brokering
- networking
- access to resources

advocating (with state)
- advise state of current status
- identify future direction, goals
- devise long-range planning
- relate on data collection and analysis

Vocational Functions (Content)

Vocational functions of mentoring include: education, consulting, and coaching—providing both exposure to learning experiences and protection from harmful errors or misunderstandings.

Educating
- new or improved skills, knowledge, content
- opportunities
- resources

Consulting
- how to work collaboratively

Coaching
- support development of quality behavior
- brainstorming
- technical assistance
- surveys/assessments/information gathering

Sponsoring
- savvy for learning in the system
- improvement in system
- bridge to career maturity

Protecting
- the future and your role

Program Goals
- enhance project
- increase capacity
- model transfer process
- develop, implement, refine the Indiana Model
- model active participation in the program
- building skills
- foster the development of leaders

The Benefits of Mentoring

Project Benefits

Mentoring enhances the project.
The development of future state leadership helps with infusion, speeds the change process and is more long lasting than the "activity trap." It also maximizes time and resources, the costs of travel, and economies of scale.

Professional Benefits

Mentoring enhances professional development.
It increases opportunities for networking and school advancement. It allows practice and feedback in writing proposals. It enhances the transferability of skills. It has applications to the reform movement in education.

Sample Mentoring Guide

The Indiana Model:
Gender Equity
Through Institutional Change

Demonstration Sites and Mentors

Demonstration Sites and Mentors	Emotional Support	Records (Accountability)	Coalition Development	Local Presentations	Presentations to Students	Student Support Group	Site In-Service Training	Promotional Activities & Displays	Surveys & Assessments	Learning Styles	Tech Prep	Recruitment Activities	Access to Resources	Administration Assistance
Monroe County Community School Corp. Debora Frazier	DF		DF										DF	
Prairie Heights Community Schools Nancy Stump	NS			NS				NS	NS			NS	NS	
White River Valley School Corporation Mike Karr, Don Terrell	MK DT			MK DT	MK DT		MK DT	MK DT	MK DT	MK DT	DT	MK DT	MK DT	MK DT
Elkhart Area Career Center Sue Geyer	SG			SG	SG		SG					SG		
Heartland Career Center Amelia "AJ" Blatz, Hank Witmer	AB HW	AB HW	AB HW										HW	AB HW
McKenzie Career Center Miriam Lazo	ML													
Indiana Vocational Technical College Diana Jacobs, Neil Frederick, Kathy Myers	DJ NF KM		DJ					DJ NF KM				DJ NF KM	DJ NF KM	DJ
Vincennes University–Vincennes Dorothy Johnson, Dawn Manns	DJ DM	DJ DM	DJ DM		DM							DJ DM	DJ	
Vincennes University–Jasper Sandy Fritz	SF	SF										SF		

Technical Assistance

Weaving the Threads of Equity and Change

The purpose of technical assistance is to help sites weave the threads of equity and change thoughout the institution to ensure that equitable practices are lasting. Technical assistance enhances state and local efforts by providing training, consultation, and boundary management. The technical assistance effort is grounded in the following set of beliefs.

Principles of Technical Assistance

Change is a dynamic process. It affects us personally and it affects our institutions. The exact nature of the change we experience is itself affected by our values and beliefs. Change is inevitable, on going, and most effective if it is slowly infused into existing programs and policies through cooperation and collaboration among the participants. To be lasting, there must be a comprehensive approach to content **and** process.

People are our most important resource. They learn differently, they are lifelong learners, and they learn best from other people. People must be responsible to themselves and to others. They prosper in environments that are supportive and where high expectations are given.

Equity appreciates our likenesses, celebrates our diversity, and expands our options. In the workplace, equity means choice. Choice includes having the required information and the power to make wise decisions.

Institutions develop lasting and equitable changes when they have ownership of the change process by:

- using local coalitions,
- assessing local needs,
- determining local initiatives, and
- infusing equity initiatives into the existing programs and policies of the institution.

In the Indiana Model, local sites have coordinators who are staff professionals with the responsibility to improve or change a situation but without complete or direct control over the implementation. Training and technical assistance activities are designed to enhance the coordinators' ability to positively affect the options of their students by creating equitable environments. Coordinators have an exciting challenge with on-the-job training beginning immediately and with complex responsibilities at state and local levels. To borrow a motto from the environmental movement, this task asks us to "think globally and act locally."

The technical assistance dimensions attempt to assess the needed skills and expertise and then to design and implement training and consultation to ensure that statewide goals are being targeted locally. Technical assistance provides an immediate application of new skills, appropriate and structured feedback, a systematic blueprint to follow, a statewide network using participatory management, and help for coordinators to become leaders and visionaries.

Technical assistance and training services are designed:

1. through participatory learning to explore and learn to select appropriate styles, strategies, and processes;
2. through action planning to set appropriate goals for continued development; and
3. as a laboratory for increasing the knowledge base and skill building to:
    - make productive and successful leaders
    - promote change in others
    - inspire students, coalitions, and institutions
    - foster innovation and creativity
    - stimulate support and commitment
    - engage in challenging exercises to build effectiveness and group capacity.

Technical Assistance Model for Infusion

Training and Technical Assistance Three-Year Agenda
for Leadership Consortium Members

First Year

change process
learning styles
equity concepts
problem solving
decision making
communication skills
presentation skills
coalition building
local action planning
team building

Second Year

joint strategic planning
demonstration site functions
participatory management
leadership styles
development of data collection system
proposal writing/capacity building

Third Year

train-the-trainer programs
training materials development
assistance with long- and short-range strategic planning
continuation planning
gradual transfer of leadership to consortium members
leadership development training in visionary thinking, strategic planning, participatory management, empowering others, career and life planning, and rekindling commitment to the vision

The First Two Years

An overview of the first two years of the technical assistance project of the Indiana Model includes the following major accomplishments.

Products and Services

A variety of products and services were developed, field tested, and refined by the Indiana University staff in conjunction with Leadership Consortium members. They include:

- Gender equity, change process, coalition building, and workplace information from other state programs and national organizations were identified, reviewed, and synthesized.

- Training materials were developed.

- Training program to incorporate new concepts and findings and condense time lines was refined.

- A Leadership Consortium composed of the developmental staff and impact and demonstration site personnel was formed and coordinated by the technical assistance staff.

"They grounded us in the change process work."

- A management system was developed and implemented for the statewide effort.

- An institutional change model addressing gender equity was developed.

- A comprehensive package of gender equity resources was produced and disseminated, including a video describing the Indiana Model and an accompanying set of presentation materials (transparency masters; a viewer guide with resources; and a booklet of strategies and activities relating to recruitment, retention, completion, placement, and follow up)

- A systematic local action plan that included data gathering methods for accountability purposes was developed and refined to provide a sustaining blueprint for infusing equity into existing local programs and policies.

- Training was carried out for a consortium of 30 plus educators, including a number of key administrators from across the state who are now able to develop and implement gender equity initiatives through the institutional change model.

- Thirteen local coalitions committing time and resources were formed. They conducted needs assessments and began implementing local initiatives to attack gender-biased barriers and to encourage students to expand their career options.

- Local sites produced a variety of brochures, videos, flyers, and other materials to inform targeted audiences of their efforts.

"The vision of Gender Equity would be difficult to make a reality without the leadership and assistance of the technical assistance component."

- Statewide linkages and networking opportunities were enhanced with the implementation of an electronic networking system to be coordinated by Indiana PLAN.

- A systematic mentoring package with training modules was developed for demonstration site personnel to use as they assist in the transfer of information and training of new impact site personnel.

- A manual, **Implementing the Indiana Model,** was co-produced by the technical assistance team and members of the Leadership Consortium.

- A Celebration Package, including planning documentation, a conference booklet, and evaluation summary was produced, marking the end of a successful two-year effort.

- A resouce listing was developed and made available to Leadership Consortium personnel and the Indiana Literacy Center, including identification of materials and resources pertaining to the Indiana Model; acquisitions were requested to support training and implementation of the model.

- Presentations and other linkages were made with national, state, and local organizations and agencies.

"They educated us in cutting-edge equity concerns."

- Evaluation of each of the local site initiatives was recorded with the collection of the year-end Local Action Plans, detailing local activities, baseline data collection, evaluation methods, and official linkages.

- A synthesis of local action plans found a number of gender equity initiatives being instituted.

- Written reports of state site visits conducted by the technical assistance team were used to continually update and monitor local levels of effort, types of services needed, and activities developed, assuring accountability of overall project goals and objectives.

- These reports were also used in discussing concerns with state and local administrators in regularly scheduled meetings in order to continually adjust anticipated problems and progress.

Conclusions and Recommendations

As a result of the information gathered by those affected by the project and those actually implementing the Indiana model, a number of conclusions are offered:

- The Leadership Consortium is the key ingredient in the successful implementation of the Indiana Model. This cohesive cadre of professionals serve as dynamic leaders and visionaries of equity for the state. These particular voices of experience should be supported in their efforts.

- Institutional change is a **process** that requires patience and perseverance. Allowing considerable time and effort for laying the groundwork ensures a supportive environment for positive change to occur and be maintained.

- Infusion of equity into existing programs and policies where possible is always the recommended strategy.

- The change process should be based on local ownership of initiatives using a model that addresses local concerns. The people affected by the change process must be involved in planning and carrying out the proposed changes.

- Leadership and implementation can be effectively shared with coalition members and other staff, as opposed to a sole coordinator responsible for meeting all objectives. This broader involvement is part of the local ownership concept.

- Activities should be linked with comprehensive local plans for vocational education, and those linkages should be strengthened.

- Training, technical assistance, consultation, and continual support for transfer and application of training remain critical areas of need. While the efforts of new sites can be intensified, the timing of the transfer and application continue to require periods of intensive meetings and also "soaking time" for assimilation.

- Technical assistance should include regular and periodic site visits, structured with specific agenda items and evaluated for productiveness.

- The process of building on small successes and diffusing through a systematic plan of support and mentoring is realistic, manageable, and applicable for annual expansion of additional Impact Sites to the statewide effort.

- While content and skill can be taught, the real success of the project has been the supportive atmosphere of the collaborative effort. State capacity will be expanded as Leadership Consortium members assume training responsibilities with technical assistance staff for the third project year.

- Active administrative involvement becomes even more imperative as institutional changes are attempted. Methods to address administrative concerns and involvement need to continue as a training and implementation component.

- While the training manual, **Implementing the Indiana Model**, will become a valuable tool, the need remains for a strong training and technical assistance component to ensure successful expansion of the Indiana Model.

- Concerns from new impact sites involved the tendency to rely on an outside "expert" for training purposes. This issue began to resolve itself as consortium members strengthened specific skills and mutual support of each others' efforts.

- Initially, new sites tended to rely on hiring a coordinator "from the outside." Our findings suggest that coordinator tasks are best assumed by one of or a combination of present staff.

- To keep the Indiana Consortium on the cutting edge of equity, a concerted effort must be made to continually review educational trends. Sufficient resources must be allocated to keep leaders informed of trends and to translate them for local site application.

- Continued support should be given to demonstration sites as they:

  (a) become mentors and expand their roles as demonstration sites to promote truly outstanding levels of

performance between mentors and proteges, rather than occasional phone calls or visits,
(b) assume even greater management and leadership of Consortium activities,
(c) complete the final phases of the model's implementation and refinement, namely completion, placement, and follow up of student activities, requiring involvement more closely aligned with the private sector, and
(d) consult on specific expansion challenges and accountability issues.

- Evaluation of both the statewide effort and local initiatives must continue to take into account the process and the outcome aspects of the model.

- There continues to be the need for a Single Point of Contact to administer services, facilitate peer review, collaborate on joint initiatives, provide linkages among sites, provide consistency in mailings and information dissemination, make arrangements for meetings and training, and coordinate efforts to ensure a truly statewide effort and identity.

- Statewide strategic long- and short-range planning for gender equity issues should include the trained and experienced membership of the Leadership Consortium, including the technical assistance staff and official state administrators. This dialogue should expand to other state projects working on the elimination of gender inequities.

- A number of potential products, including a media/video package of project model implementation and training modules, could be developed by the technical assistance project in conjunction with the Leadership Consortium. These products should be included in the long-range planning needs of the state.

- All new or experienced personnel, whether Impact Site or Demonstration Site representatives, should proceed through training in a systematic and sequential method. Competencies should be developed by the Leadership Consortium for each of the levels of effort.

Summary

Institutional change is a process requiring patience and perseverance. Key tenets for making institutional change work include: the concept of local ownership, infusion into existing programs and policies wherever possible, and the use of sufficient resources to support efforts. These resources include training, technical assistance, administrative support, and implementation materials. A coordinated effort is essential and must involve local personnel, technical assistance staff and state agency personnel in statewide strategic planning.

"This project has opened up such a world of new experiences and greater awareness of equity issues—not only for the people directly involved. The benefits for the students, faculty, and staff in the future will be enormous."
—Leadership Consortium Member

Glossary

Definitions

Demonstration Site
An Impact Site that has successfully implemented the Local Action Plan locally, that participates actively in the Leadership Consortium, and that agrees to participate in mentoring and other Demonstration Site activities.

Gender Bias
Behavior, often unconscious, resulting from the assumption that one gender is superior to the other.

Gender Equity
The quality of being fair—taking affirmative steps to eliminate gender bias and stereotyping.

Gender Stereotyping
Attributing behaviors, abilities, values, and roles to a person or group of people on the basis of their gender.

Impact Site
A secondary or postsecondary institution that is committed to creating an equitable environment for students—one that is free of bias and stereotyping and that encourages nontraditional options.

Infusion
The process of blending gender equity concepts into existing programs, policies, procedures, activities, curricula, and physical environments.

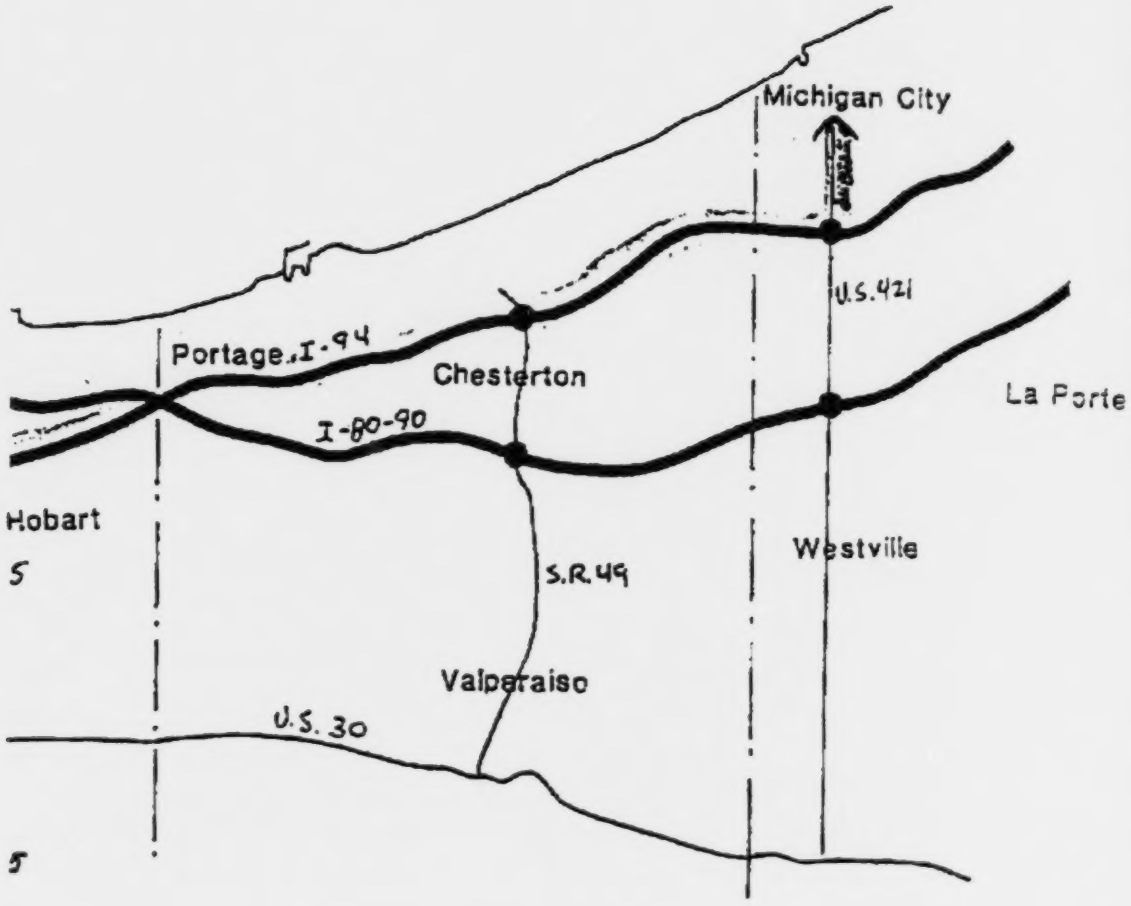
Institutional Change for Gender Equity
An environment where the vision of the gender equity program has become a reality—where the school institution is equitable and supportive in their unique programs and policies, their environment, and their interactions.

Leadership Consortium
The members of Demonstration and Impact Sites and Technical Assistance project personnel.

Nontraditional Program/Occupation
An educational program or occupation in which 25% or fewer of the students or workforce are a single gender.

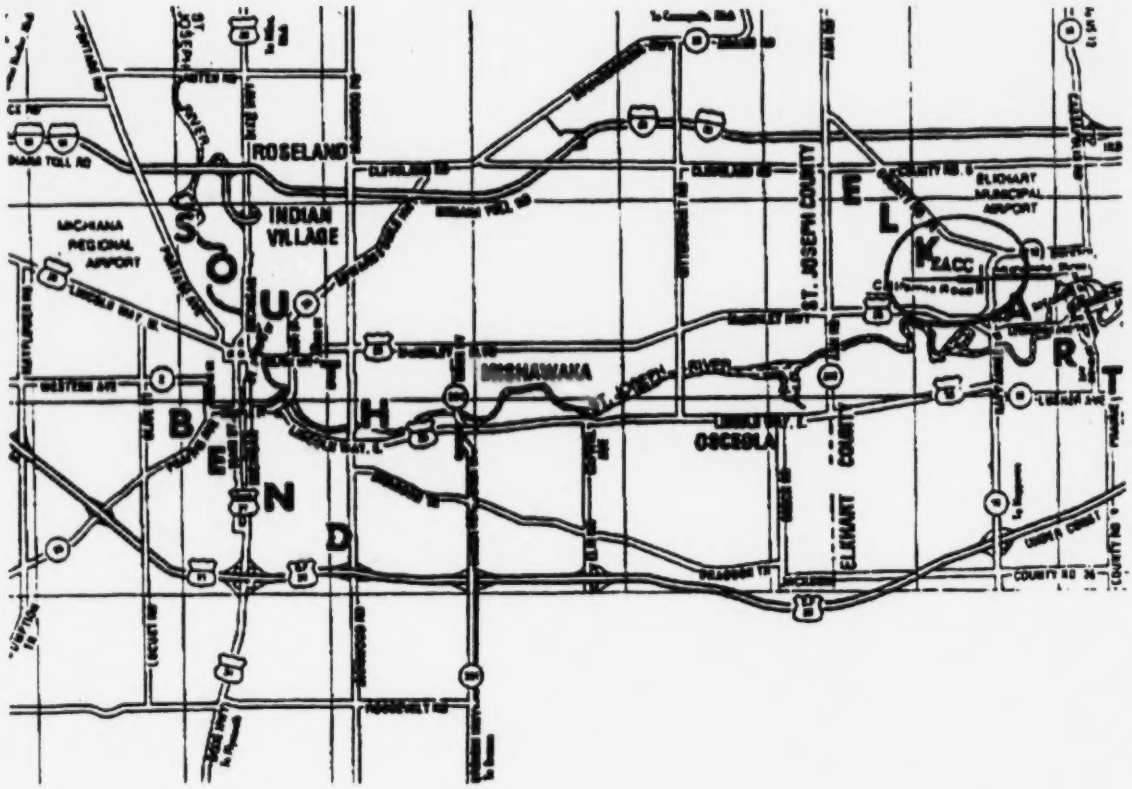
Maps

A.K. Smith Area Career Center



Exit U.S. 421 north to Michigan City.
U.S. 421 becomes Franklin St.
Franklin St. to 11th St.; turn right.
11th St. to Lafayette St.; turn right.
A.K. Smith Career Center: 817 Lafayette St.

Elkhart Area Career Center



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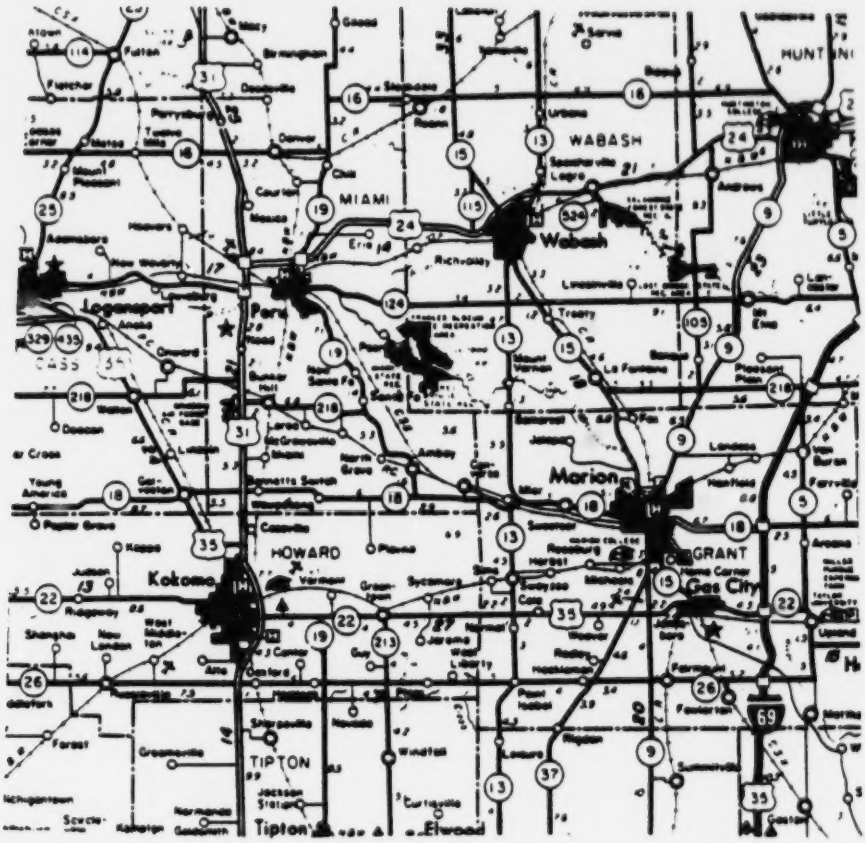

16 miles east of U.S. 31 on U.S. 24
1/2 mile east of intersection of U.S. 24
and State Road 15

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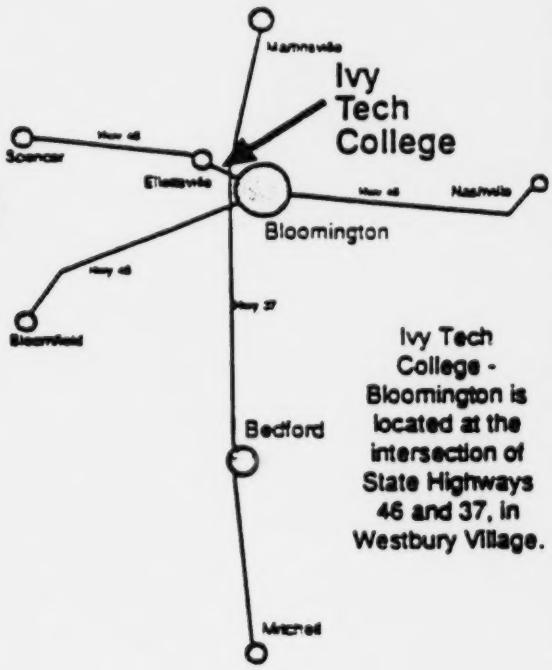
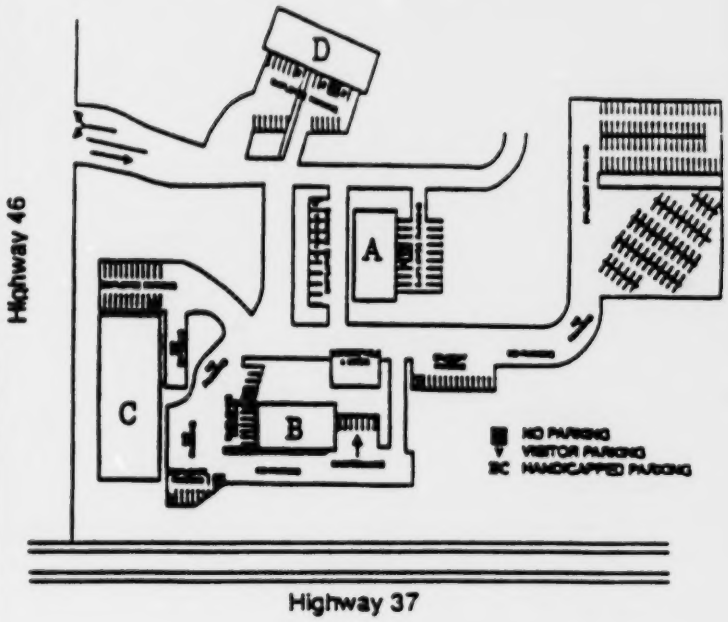
Ivy Tech
Indiana Vocational Technical College
Bloomington

WHERE IN THE WORLD IS IVY TECH COLLEGE - BLOOMINGTON?

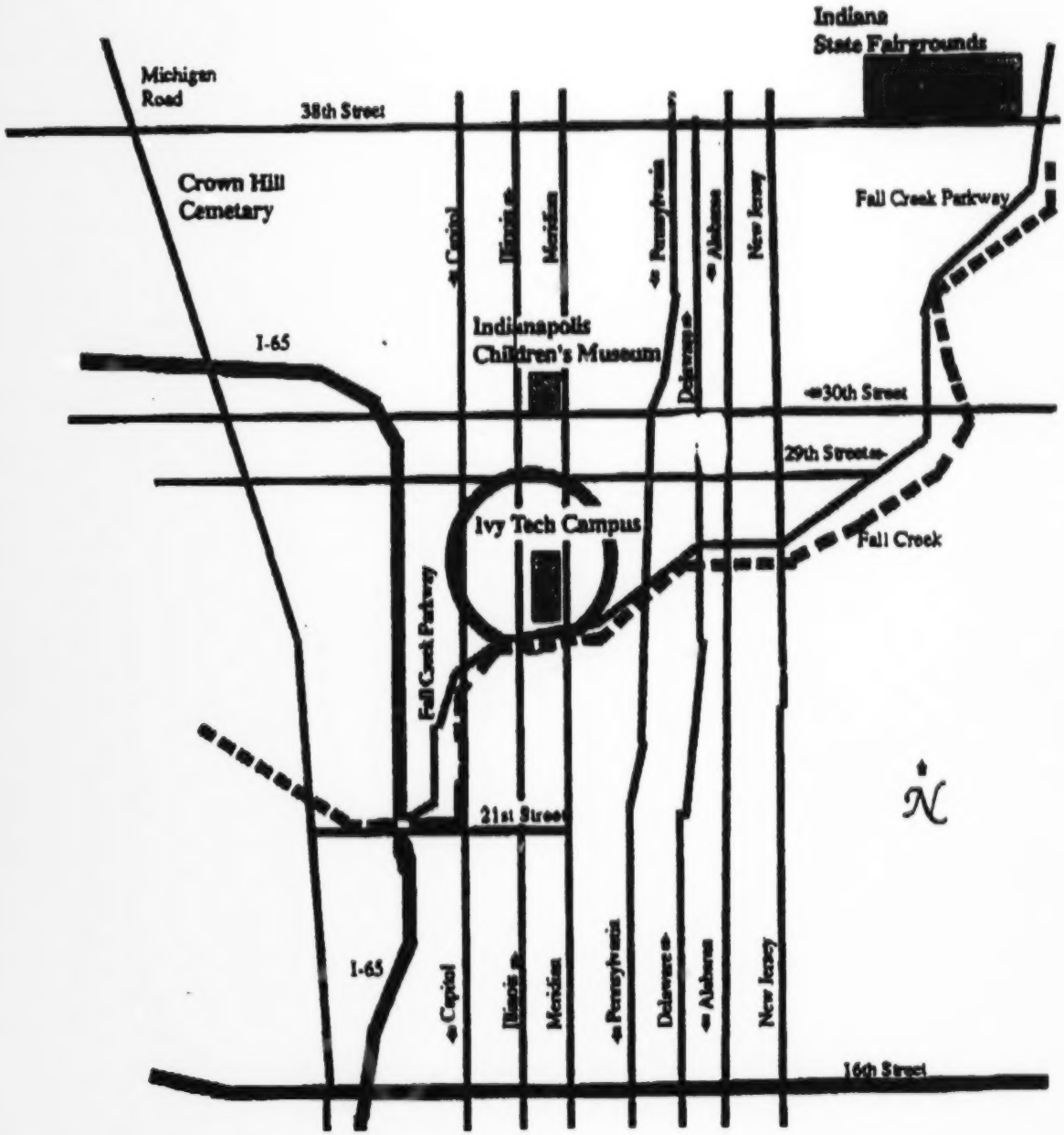


Ivy Tech College - Bloomington is located at the intersection of State Highways 46 and 37, in Westbury Village.

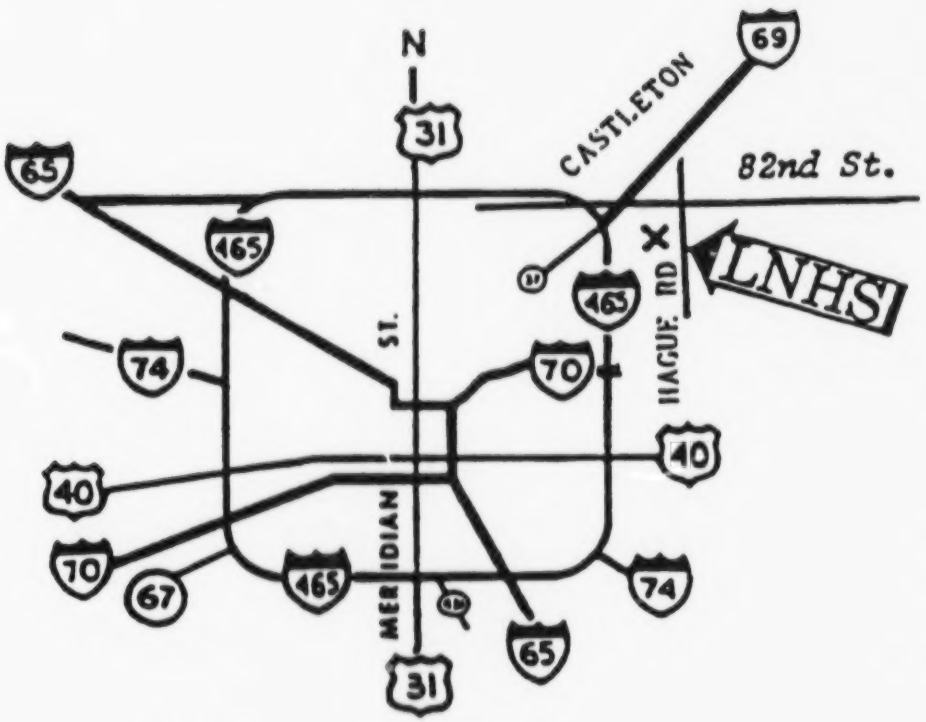
Campus Map



Indiana Vocational Technical College
One West 26th Street
Indianapolis, IN 46208
(317) 921-4800



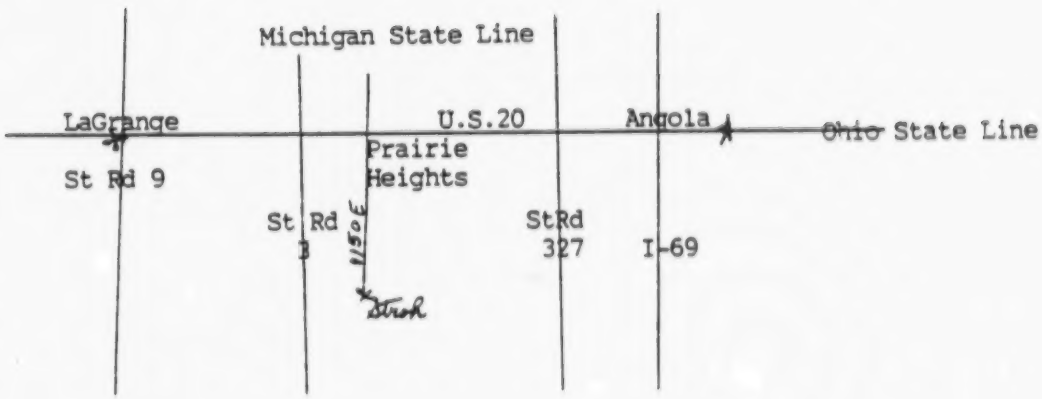
McKenzie Career Center
is located on the south end of the building
where the greenhouses are.



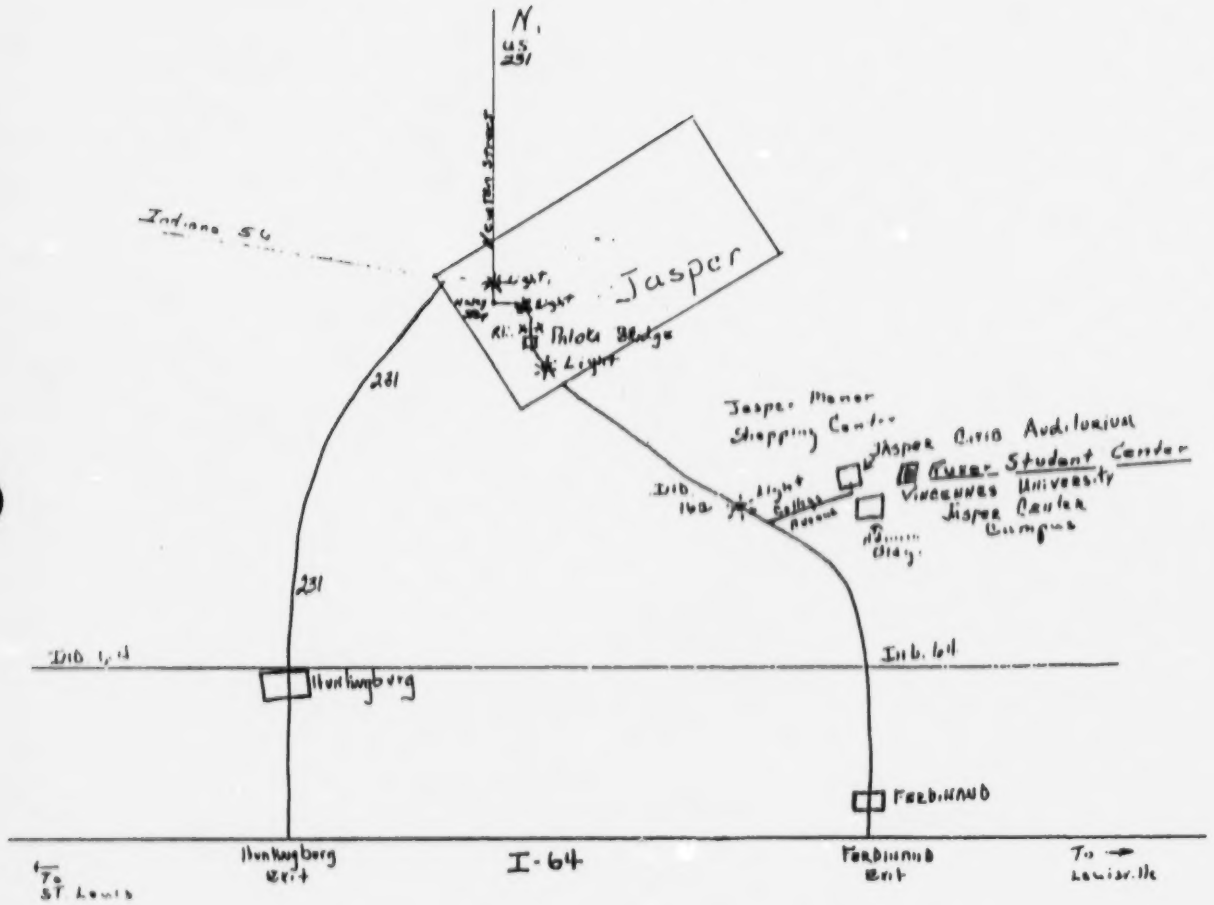
Directions:
Route I-465 exit I-69.
I-69 exit 82nd.
Go east on 82nd four blocks.
Turn south on Hague Road.
Go three blocks.
School on right (west) side.

Monroe County Community School Corporation

Prairie Heights School



Vincennes University
Jasper Center



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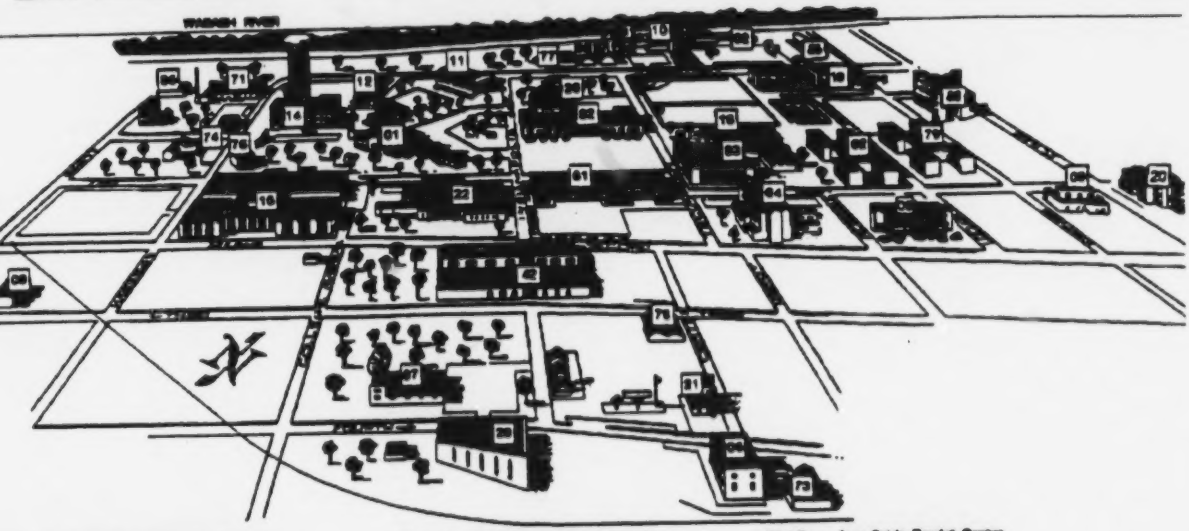
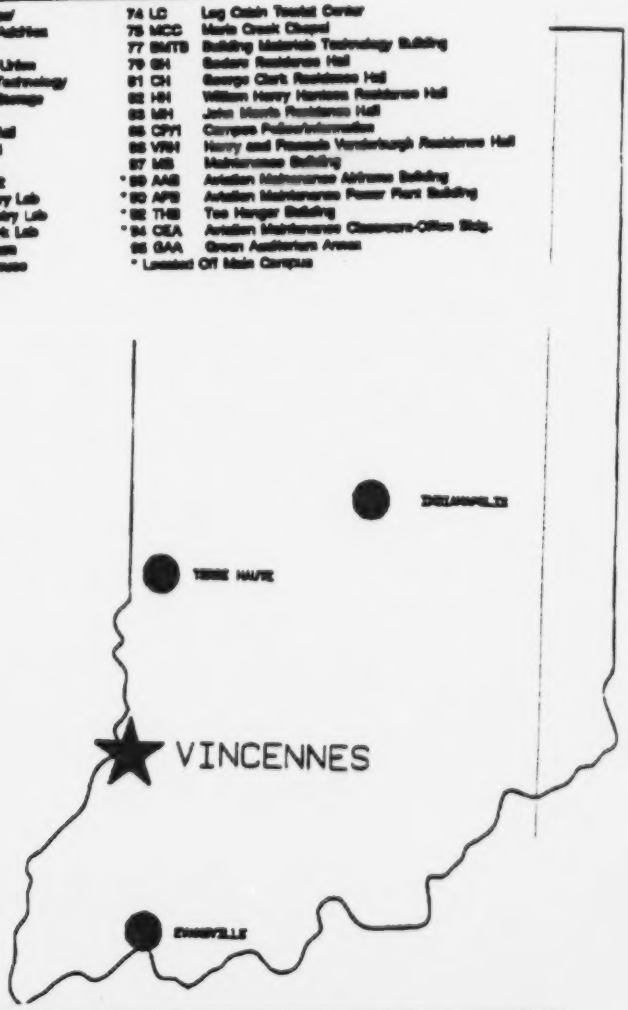
Vincennes University
Vincennes



01 WAB M.W. Welch Administration Building
02 ATB Automotive Technology Building
03 ADA Art Department Annex
04 BOB Business Division Building
05 CBA Classroom Building A
06 FTB Printing Technology Building and Mailroom
10 TB Technology Building
11 RBB Ray C. Bolass Gymnasium
12 FH Florence Hall
14 HOB Health Occupations Building
15 SHB Sturgill Humanities Building
* 17 LMA Lawrenceville-Vincennes Airport
18 TDC Tecumseh Dining Center
19 PEC Physical Education Center
20 SSB Social Science Building
21 SP Steam Plant
22 LRC Shake Learning Resources Center/ Lewis Historical Library
25 MSC McCormick Science Center/ Physics and Engineering Addition
29 YB Zeta Young Hall
42 SBU Isaac K. Beckes Student Union
59 ABR Auto/Truck Body Repair Technology
60 APB Auto/Truck Body Repair Storage
61 GAB Greenhouse-Science
62 VH Francis Vigo Residence Hall
63 GRH1 Greenhouse-Horticulture 1
64 DH Walter A. Davis Hall
65 GRH2 Greenhouse-Horticulture 2
66 BMSL Building Materials Masonry Lab
67 BMCL Building Materials Carpentry Lab
68 BMML Building Materials Millwork Lab
71 BA Robert E. Greene Auditorium
73 CRW Central Receiving Warehouse
74 LC Log Cabin Tourist Center
75 MCC Maria Creek Chapel
77 BMTB Building Materials Technology Building
79 BH Bedore Residence Hall
81 CH George Clark Residence Hall
82 HH William Henry Harrison Residence Hall
83 MH John Morris Residence Hall
85 CPY1 Campus Police/Information
86 VRH Henry and Rhoads Vanderburgh Residence Hall
87 MB Maintenance Building
* 89 AAB Aviation Maintenance Annex Building
* 90 APB Aviation Maintenance Power Plant Building
* 92 THB Tee Hangar Building
* 94 OEA Aviation Maintenance Classroom-Office Bldg.
95 GAA Green Auditorium Annex
* Located Off Main Campus



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Warsaw Community Schools

1 Tiger Lane
on Hwy 15 south of town
on west side of road

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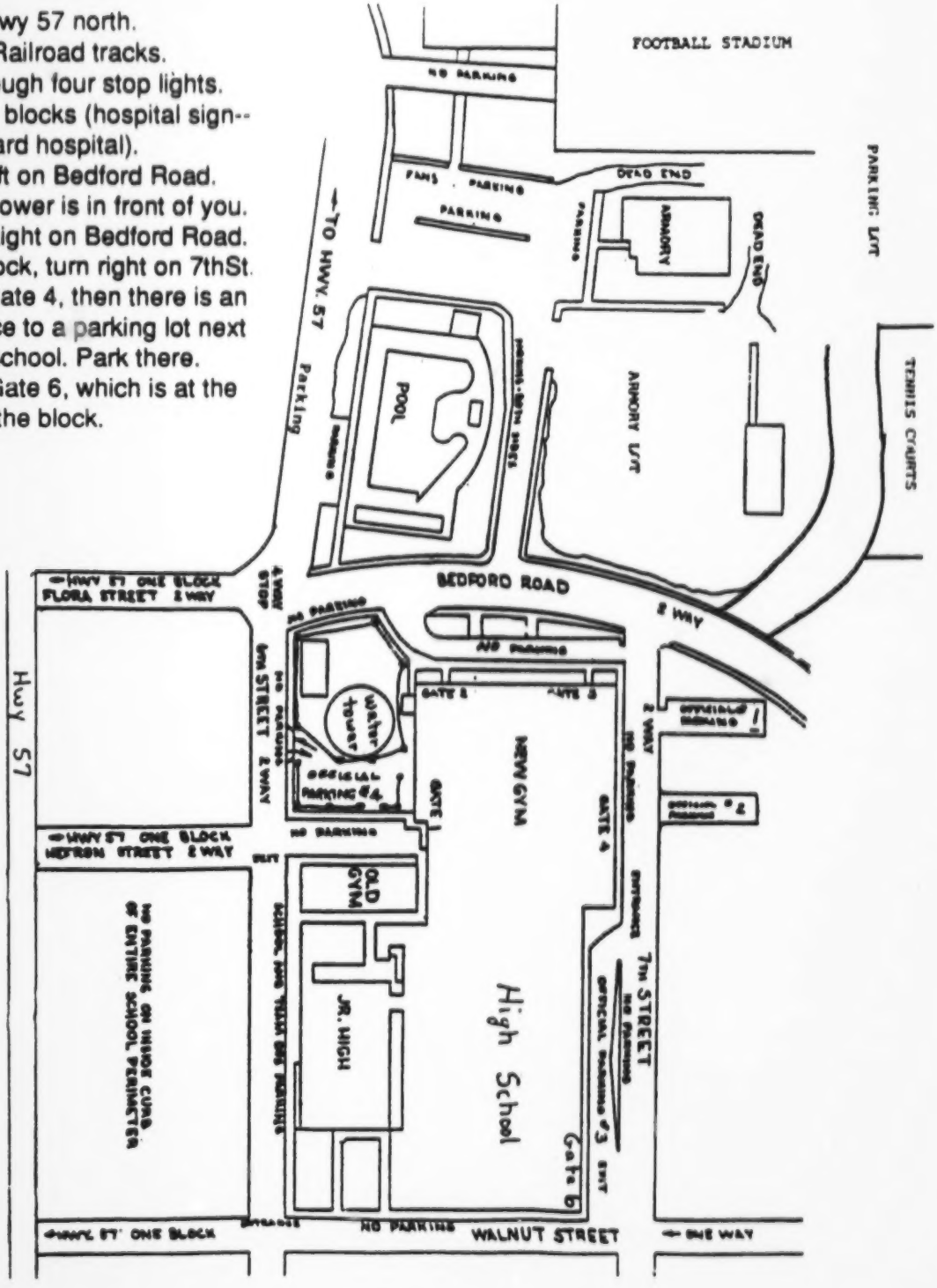
Washington High School

Directions:

Take Hwy 57 north.
Cross Railroad tracks.
Go through four stop lights.
Go two blocks (hospital sign--go toward hospital).
Turn left on Bedford Road.
Water tower is in front of you.
Go straight on Bedford Road.
One block, turn right on 7thSt.
Pass Gate 4, then there is an entrance to a parking lot next to the school. Park there.
Enter Gate 6, which is at the end of the block.



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White River Valley High School
is located on Highway 54 West in Switz City, IN.
The campus is less than one mile
from the intersection of Routes 67 and 54.

Technical Assistance Group
2805 East Tenth Street
Indiana University
Bloomington, IN 47405
Phone: (812) 855-4956
Fax: (812) 855-8545

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